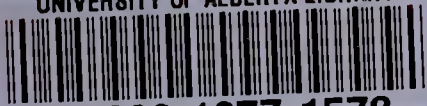


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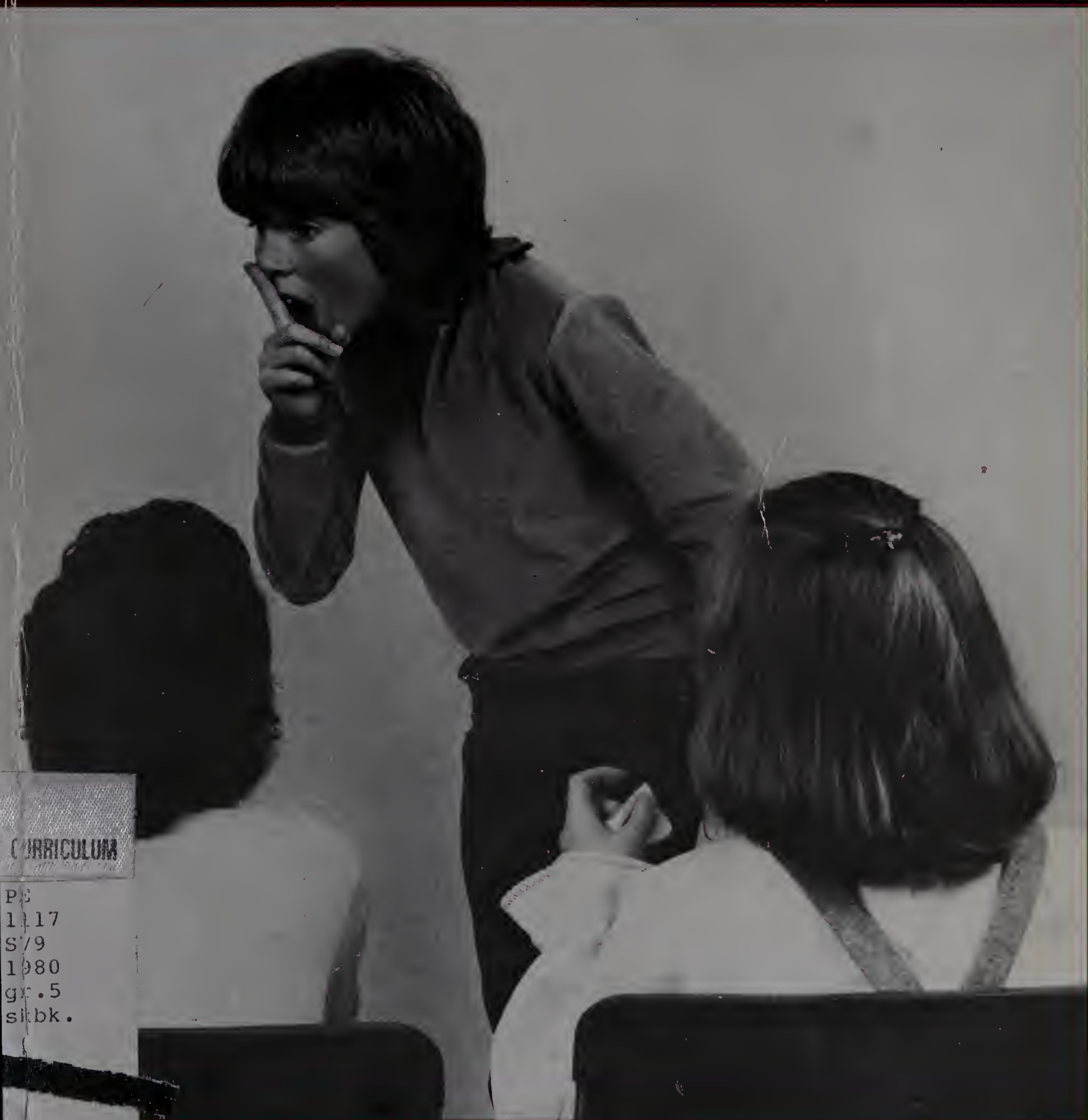
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Skills Practice Book



Starting Points in Language

REVISED



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Starting
Points in
Language

REVISED

Skills Practice Book

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GINN AND COMPANY
EDUCATIONAL PUBLISHERS

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I/It's a Dog's Life

LEARNING TO BUILD SENTENCES

Writing complete sentences

A sentence is a group of words that tells about someone (or something) doing something. A sentence makes sense. For example: *The brown dog is barking* is a sentence. The brown dog and is barking are not sentences.

Which of the following groups of words are sentences? Write S on the line beside the words that are sentences. Write X on the line beside the groups of words which are not sentences. Think of ways to finish the groups of words that are not sentences, and write them on the lines below.

- 1. Was Charlie Brown's worst day.
- 2. My dog knows lots of tricks.
- 3. Purred contentedly by the fireplace.
- 4. Swimming all over the fish pond.
- 5. Found a beautiful guinea pig at the pet shop.
- 6. My hamster's hind feet.
- 7. My favorite kind of pet is a white rabbit.
- 8. A cat and a canary do not usually become good friends.
- 9. The many different kinds of dogs.
-10. Tries to get out of its cage.



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LEARNING TO BUILD SENTENCES

Using subjects and predicates

A sentence has two main parts, the subject and the predicate.

For example: In the sentence, *The dogs barked at the cat*, what is the subject?

What is the predicate?

The tells what someone or something did. The tells who or what did the action.

In the following sentences, underline the subject once and the predicate twice.

1. Several chipmunks scampered under the picnic table.
2. The last snowstorm made all the streets slippery.
3. My dog ran down the street at the speed of lightning.
4. Monsters under your bed can be chased away with a flashlight.
5. I hate ketchup and jam sandwiches.

Tell what sentence part is missing from each of the following groups of words. Then add the words that are needed to make a complete sentence. The first one is done for you.

1. ran behind my boots. subject

A little mouse ran behind my boots .
.....

2. the falling leaves

.....

3. a frog on my chair

.....

4. sat under my wagon

.....

5. sometimes chases the bad dragon

.....

6. the elephant with the cigar

.....

**Understanding the word history
of dog breed names**

There are more than 115 different breeds of dogs. The many breeds include different kinds of dogs such as working dogs, hounds, and terriers. The dogs come from all over the world, and their names come from different countries as well.

Use the code at the bottom of the page to find the countries where these dogs came from.

Dog	Code	Country
Afghan Hound	1-6-7-8-1-14-9-19-20-1-14	
Airedale Terrier	5-14-7-12-1-14-4	
Basset Hound	6-18-1-14-3-5	
Belgian Sheepdog	2-5-12-7-9-22-13	
Chow Chow	3-8-9-14-1	
Collie	19-3-15-20-12-1-14-4	
Maltese Toy	13-1-11-20-1	

1-a	5-e	9-i	13-m	17-q	21-u	25-y
2-b	6-f	10-j	14-n	18-r	22-v	26-z
3-c	7-g	11-k	15-o	19-s	23-w	
4-d	8-h	12-l	16-p	20-t	24-x	

Find the countries on a map.



Using capitals and periods to begin and complete sentences

A capital letter is used to begin the first word of a sentence. A period is used at the end of a sentence. For example: *The dog is barking.* In the following story, circle the capital letter at the beginning of each sentence and the period at the end of each sentence. (Be careful! It may be more difficult than you think.)

Mr. Jackson lived on Jackson Avenue. Mr. Jackson’s son was named Jack. Unfortunately, Jack did not like his name, nor the name of his street. He was sick of writing so many *J*’s. Jack wanted to move to Willow Road. He thought a street name beginning with *W* would be much better than a street name beginning with *J*. Jack began dreaming about *W*’s. He dreamed about willow trees decorated with *W*’s that look like Christmas lights.

One morning Jack’s father said, “Jack, I have bought a house on Willow Road.”
“Whoopee!” Jack shouted. “That’s one *J* I won’t have to write any more.”

The signs showing the beginnings and endings of sentences are missing in the following paragraphs. Rewrite the paragraphs and put the capital letters and periods in the proper places to make complete sentences. The first sentence is done for you.

my dog, Elmer, is very smart he can fetch sticks and sit and stay on command he taught himself to open the screen door at the side of our house Elmer is also a great tracking dog whenever my mother wants me to come home, she just sends out Elmer to find me

My dog, Elmer, is very smart.

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German shepherds are working dogs during the war they were used to search out the enemy today they help police find criminals German shepherds are also used by blind people as guide dogs

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Remember: correct punctuation makes all your written work easier to read.

Using nouns in sentences

Today I decided to bake a cake. When I tried to do it, I dropped an egg. The shell broke, and the egg splashed all over the floor. I scooped it up with my hands. I should have wiped the floor, but I didn't. I slipped on the egg while I was taking the milk out of the refrigerator. It spilled all over my jeans and my shirt.



Exchange your work with a classmate to see whether he or she agrees that the words you circled are nouns.

Write sentences of your own using the following words as nouns. Above each noun, write *S* if you used it in the subject and *P* if you used it in the predicate part of the sentence.


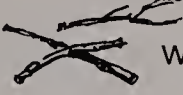
dictionary telephone envelope

giraffe comb person

Look at the following sentences. Rewrite the sentences and replace the picture with a noun. Then circle the noun. If it is in the subject part of the sentence, write *S* above the noun. If it is in the predicate part of the sentence, write *P* above the noun. The first one has been done for you.

1. My  never wants to go out of the  in cold weather.

My ^Scat never wants to go out of the ^Phouse in cold weather.

2. My  loves to chase after  when I throw them.

.....
.....

3. I wonder whether  and the  have ever met.





.....
.....

4. I had put my  on the , but now it has disappeared.

.....
.....

5. All the  in the  are covered with .

.....
.....

6. You don't need a  and  and  if you just want to read a .

.....
.....

Across

3. The worst event of the year was the plane

5. I wonder if a kangaroo likes

6. "Get off my!" said the mouse to the elephant.

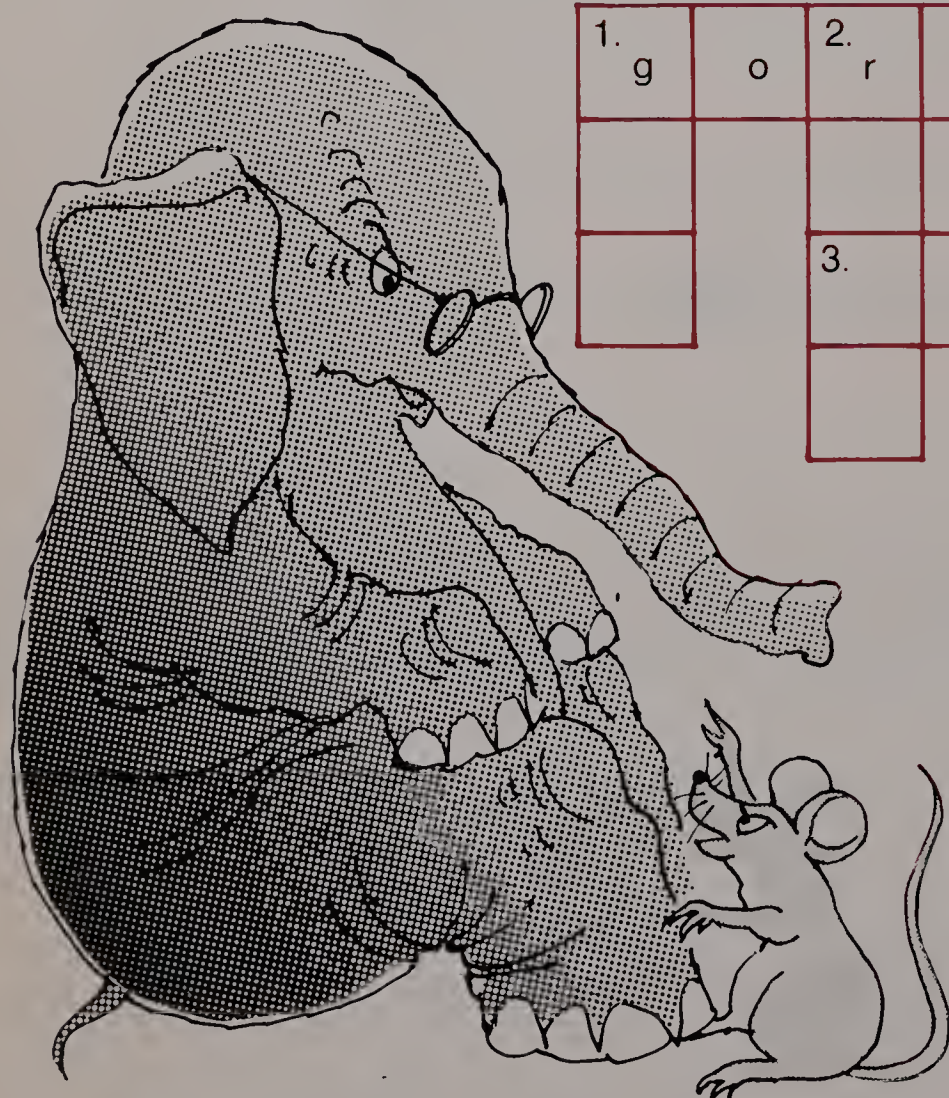
Down

1. “Stop stealing my,” shouted the garage attendant.

2. No one won in the hippopotamus

4. A turtle on a motorcycle does not need a

5. I think a laughing hyena likes a good



1. g o r i l l a

2. r

3.

4.

5.

6.

Using verbs in sentences

A verb is a word that tells about an action. It is in the predicate part of a sentence.
For example: The dog grabbed the steak from the barbecue.

Which word tells what the dog did?

In each of the following sentences, decide whether the underlined word is a verb. If the underlined word is a verb, write *T* (true) in the blank. If the underlined word is not a verb, write *F* (false) in the blank. In each sentence in which the underlined word is not a verb, find the verb and draw a circle around it.

- ^T 1. Some days my dog acts like a cat
- 2. He sits like a cat.
- 3. He rubs against my legs like a cat.
- 4. He makes a noise that is neither a bark nor a meow.
- 5. The breed of my dog is very obvious.
- 6. He is a St. Bernard.
- 7. Such a large beast fools no one.



Write three different verbs that will make sense in each of the sentences below.

- 1. After the hockey game I home.
.....
.....
- 2. My friend Sara a little white mouse in her closet.
.....
.....
- 3. We a tiger in our cellar.
.....
.....
- 4. At school today we in the playground.
.....
.....





5. At Halloween I three clowns on our doorstep.

.....

.....

6. Fifty buffalos across the front lawn.

.....

.....

7. My brother when the ants came in.

.....

.....

8. My cat by the window all day.

.....

.....



Using verbs and nouns in sentences

Read the paragraph below. Above each of the underlined words, write *N* if the underlined word is a noun and *V* if it is a verb. The first one is done for you.

Sometimes I have ^Ndaydreams. My favorite daydream is the one about a magic carpet. I ride all over the country, high above the trees and houses. Usually I take my cat, Ginger with me. I imagine the wind blowing through my hair, and the air currents flapping the carpet. I pretend people look up and cheer at the person flying along on a carpet. They wave to me, and shout to their friends to look up. I sail along very calmly and tip my hat to the birds and wave to the people in the airplanes.

Write a paragraph of your own about your favorite daydream. Use at least six verbs. Underline them. Use at least six subject nouns and six predicate nouns. Write *S* above each of the subject nouns and *P* above each of the predicate nouns.

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Using Onomatopoeia

Read the following sentences:

- The cat hissed.
- The dog snarled.

What do the verbs in these sentences tell you about the sounds made by the cat and dog? Many poets use onomatopoeia in their poems. For example:

The angry dog
Snarled,
Bared sharp teeth,
Growled . . .
And sprang.

Notice the words *Snarled* and *Growled*. Words such as *hiss* and *snarl* imitate sounds. The use of words that imitate sounds is called onomatopoeia. Use another sheet of paper.

Write a poem about the picture. Here are some words you could include in your poem.

- whoosh
- rustle
- whistle
- whirr
- whoo-oo

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Preparing news reports

A news report should answer the following questions: *Who? What? When? Where? Why?*
Read the following news report:

John Q. Pain was bitten by a large dog this morning. The incident occurred in the front yard of the house where the dog lives. Witnesses are at a loss to explain why the dog turned on Mr. Pain, but some people suspect that the dog was simply following a trail of sausages which Mr. Pain was dragging behind him.

Underline the parts of the report which answer the five W questions and write above the words the question that they answer. Give your work to a classmate and ask him or her to check for errors.

Use the information below to write a short news report for a class newspaper on the lines below.

- Who was involved? Karl and his pet collie.
- What happened? He starred in a dog show.
- When did it happen? On Saturday.
- Where did it take place? In Salem Park.
- Why did it happen? Because Karl trained his dog exceptionally well.

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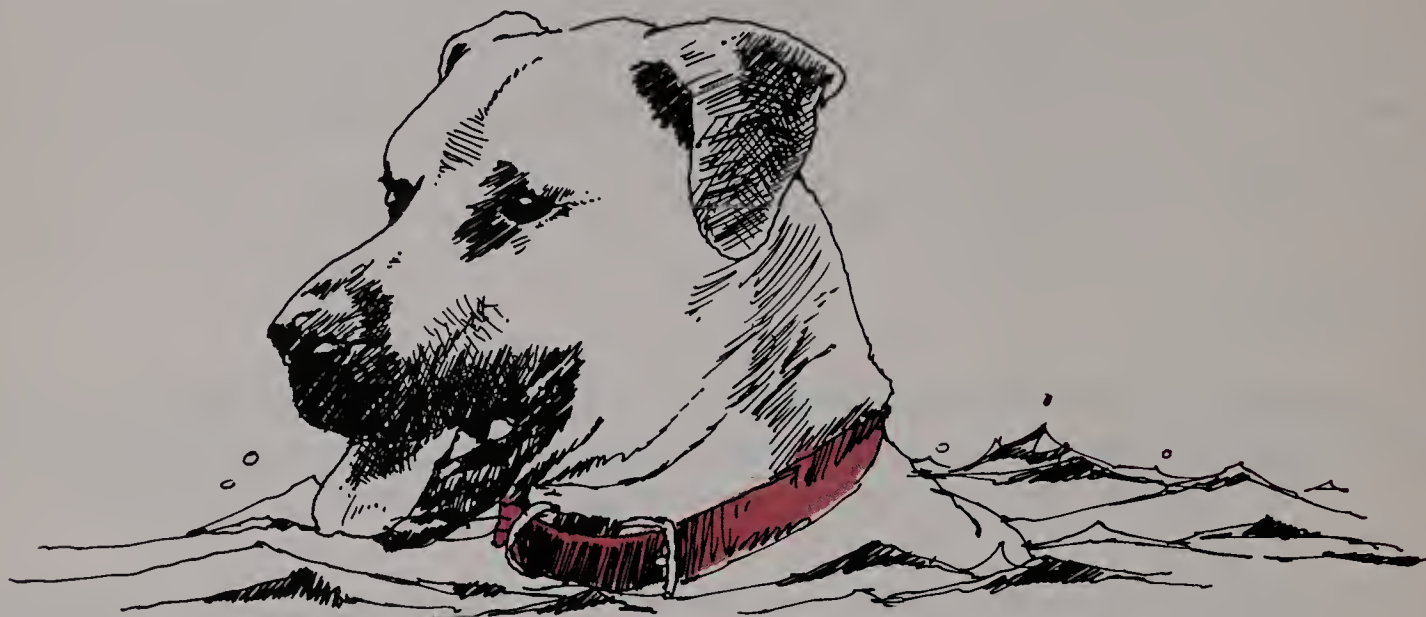
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Remember: a good report in all subject areas should answer the five W questions.

Learning to...

Read the following passage and rewrite it, making these changes:

- 1) Make any group of words that is not a sentence into a sentence.
- 2) Add capital letters and periods where they are needed.
- 3) Where the passage has blank spaces, use one of the words from the list below to fill in the space.
- 4) Replace the underlined verbs with words that imitate sounds.



Gus was all ready for the big obstacle race. He had practiced in all kinds of weather everyday, no matter how he was feeling. He had even practiced through the of August. When the hot, sticky weather discouraged most contestants. The starter's pistol went. Gus was off! starting at a, he kept up a steady pace until he reached the first obstacle. Which was a small pond. He got into the pond and did the across it his next obstacle was the, a zig-zagging path that made the course longer than it looked. Gus was gaining on the other contestants. He had trouble with one who wouldn't run fast himself but wouldn't let anyone else pass him on the narrow path. Gus finally squeezed by, went across the last stretch of gravel path and crossed the finish line. the crowd shouted with excitement.

Gus was whisked away for an extra-special meal as his prize. He was exhausted and felt too to eat, and his food had to be put in a so that he could eat it later at home. When he curled up to go to sleep that night, Gus was a proud and happy Great Dane.

dog trot
dog paddle

doggie bag
dog tired

dog leg
dog-in-the-manger

doggedly
dog days

.....
.....

2/Sung by the Pines of the Forest

LEARNING TO PUNCTUATE

Using a variety of sentence punctuation

Look at the following sentences.

- Where did you put my hat?
- Pick that up, please.
- What a surprise I had!
- I am on my way to the store.

What do you notice about the punctuation at the end of each sentence?

Fill in the blanks to tell what kind of punctuation mark you would use in each type of sentence.

1. A sentence which makes a statement ends with a
2. A sentence which makes an exclamation ends with an
3. A sentence which gives a command ends with a
4. A sentence which asks a question ends with a

Write S (statement), Q (question), E (exclamation), or C (command) in the blank in front of each sentence. Put the correct punctuation at the end of each.

- 1. When are you coming back
- 2. Go away
- 3. What a terrible storm
- 4. I can't wait to see my new pet
- 5. Open the escape hatch
- 6. Why don't you ever phone your friend
- 7. Come back here
- 8. Last night there was a full moon
- 9. Where is your room
-10. What a scary night

On the lines below write your own statement, question, command, and exclamation sentences. After each sentence, write one word telling the mood of the person who might be speaking. If necessary, use another sheet of paper.

.....

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Did you put the correct punctuation mark at the end of each of your sentences?

It is possible to change one kind of sentence into a different one. Read this example.

- Statement: That lion is noisy.
- Question: Is that lion noisy?
- Command: Look at that noisy lion.
- Exclamation: How noisy that lion is!

Rewrite each of the statements below to make two other kinds of sentences. Use most of the same words each time.

Statement: The sun is bright.

Question:

Exclamation:

Statement: My cat eats tuna.

Question:

Command:

Statement: That groundhog came out of his hole.

Question:

Exclamation:

Statement: The dog should be taken for a walk.

Command:

Exclamation:

Read your sentences softly to yourself. How does your voice sound when you read a sentence that asks a question? How does it sound when you read an exclamation sentence? How does the punctuation mark help you to read the sentence?

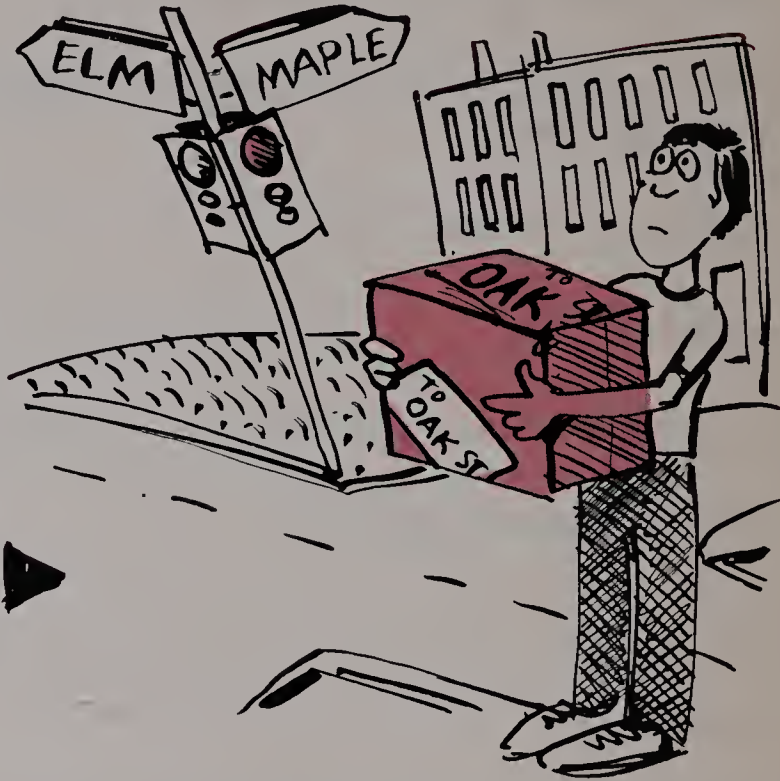


Using a variety of sentence punctuation

Write a different kind of sentence for each of the following pictures – statement, question, command, or exclamation. Use the letter clue under each picture.



C



Q



E



S

Using adjectives

An adjective is a word that describes a noun. It gives more information about the noun and makes the sentence more interesting.

Read the following paragraph.

When the settlers came to Acadia they found a land that was different from the one they had left. In Acadia, the settlers met with hills, pines, and seas. Would the land grow crops? The new settlers would fight a battle before that question would be answered. If necessary, use another sheet of paper.

Rewrite the above paragraph using adjectives from the following list to describe some of the nouns.

- first
- strange
- craggy
- lofty
- raging
- overgrown
- useful
- desperate
- important

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Remember: the right adjective in the right place adds interesting information to all your written work.

Match each of the adjectives in the left-hand column with a noun in the right-hand column. Then write a sentence using each adjective and noun you have matched. The first one has been done for you.

- | | |
|-----------|------------|
| black | car |
| delicious | cat |
| fierce | chair |
| green | dinner |
| hot | fire |
| racing | joke |
| silly | jungle |
| soft | purse |
| tall | skyscraper |
| tattered | tiger |



The racing car sped down the track.

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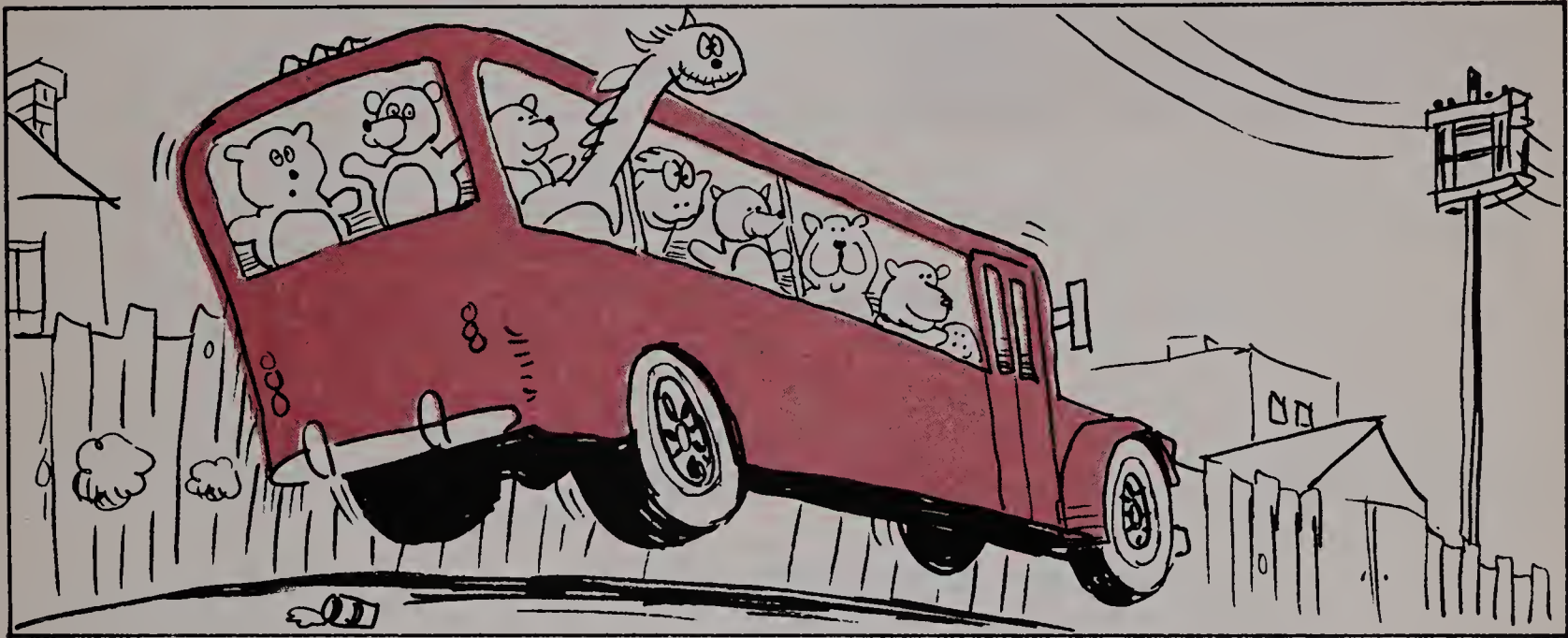
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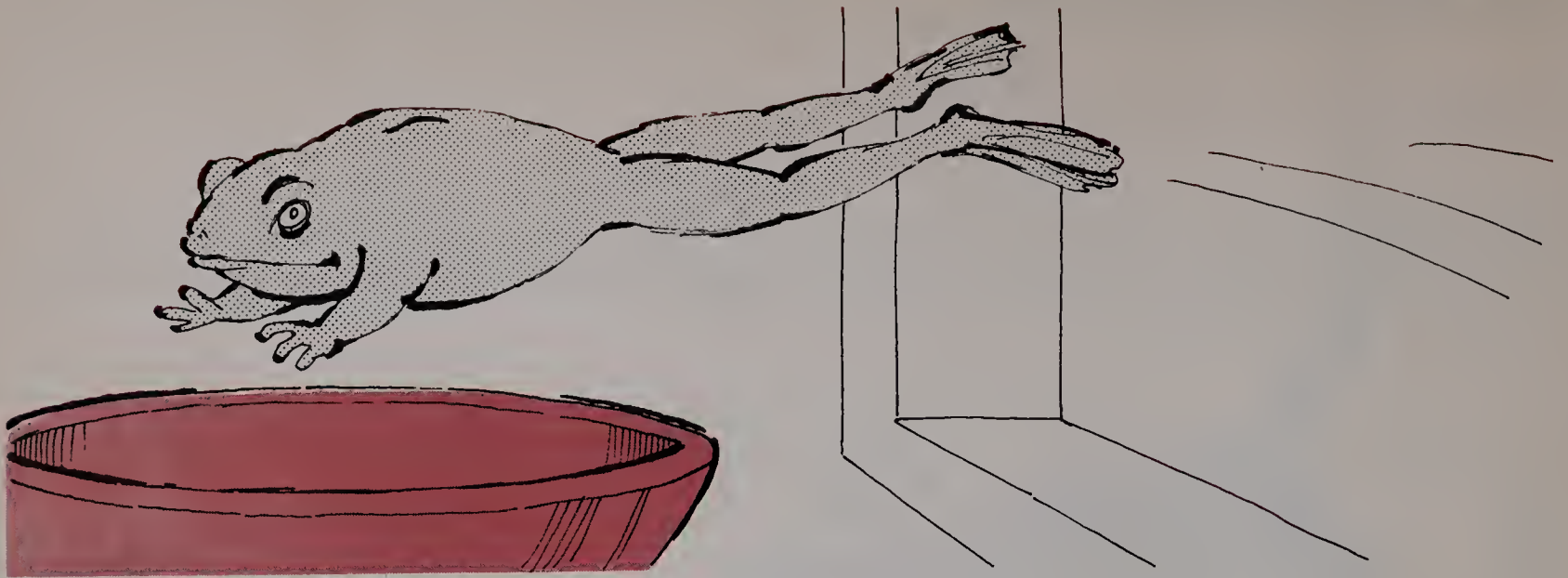
.....

Using adjectives

Different adjectives give a variety of word pictures. For each underlined adjective below, think of another adjective to give the sentence a different meaning. Rewrite the sentence with the new words. The first one is done for you.



- 1. The creaking door and the rickety stairs gave the house a spooky feeling.
The wide door and the curving stairs gave the house a rich feeling.
.....
- 2. The black smoke from the broken chimney drifted down to the sooty street.
.....
.....
- 3. The laughing giraffe looked over the broken fence around the playground.
.....
.....
- 4. A bus full of stuffed animals drove down the back lanes.
.....
.....



5. A green frog leaped through the open window and landed in my favorite bowl.

.....

.....

6. I looked all over our old house for signs of a lazy ghost.

.....

.....

7. When I tell a tall tale our dog puts his brown paws over his ears.

.....

.....

8. Most students like to read silly sentences at the end of a busy day.

.....

.....

9. Don't feed friendly bedbugs or they may grow to be the size of large elephants.

.....

.....

10. A Canadian flag flapped in the steady breeze all morning.

.....

.....

Using adjective phrases

Sometimes a noun can be described by more than one word. A group of words that gives information about a noun and does the work of an adjective is called an adjective phrase. Read each sentence below.

If the underlined group of words is an adjective phrase, write *T* (true) in the blank. If it is not an adjective phrase, write *F* (false). Circle the noun that each adjective phrase describes.

- 1. The clown with a purple nose raced into the circus tent.
- 2. My uncle from Greece brought me a miniature statue.
- 3. The fiddlers played in the streets.
- 4. I dreamed we had a Christmas tree with sugar lights.
- 5. The water in the creek was full of mermaids.
- 6. Don't get frightened by ghosts from your imagination when the moon is full.
- 7. The story in that book was about Acadia.

Use the following adjective phrases to make the underlined nouns in the following sentences more interesting. Rewrite the sentences on the lines provided.

- with a broken nose
- in perfect step
- from the zoo
- on the most-wanted list
- with a cracked windshield

- 1. Jack's father didn't buy that car.
.....
- 2. The monkey did nothing but chatter all day.
.....
- 3. Huge gorillas marched up to my door and demanded breakfast.
.....
.....
- 4. Taking care of a dog is no fun.
.....
- 5. The burglars gathered on the corner before they robbed the bank.
.....
.....

Using subject pronouns and pronouns in the predicate

A pronoun is a word that takes the place of a noun in a sentence. For example: Bonnie jumped onto her bicycle. She rode away quickly. In the second sentence, what word replaces Bonnie?

.....

Underline the pronouns in the following sentences.

1. Luckily, she didn't fall into the well.
2. I don't like Donna's new chair. She never wipes it.
3. Aaron saw the billy goat and dodged him just in time.
4. When I saw the monster I ran away from it.
5. If you want to enjoy an ice cream cone, don't drop it on the sidewalk.

A subject pronoun takes the place of a noun in the subject of a sentence. The subject pronouns include I, you, he, she, it, we, you, and they.

For example: Joey and I are working on a project. We will finish it soon.

In the second sentence, what word replaces Joey and I?

A pronoun can also take the place of a noun in the predicate of a sentence.

Some pronouns that appear in the predicate of sentences are: me, you, him, her, it, us, you, and them.

For example: This book is for Ahmed. Please give it to him.

In the second sentence, what word replaces Ahmed?

For the following sentences, write *S* in the blank if the underlined pronoun is a subject pronoun.

If the underlined pronoun is in the predicate, write *P* in the blank.

- 1. David and I baked a birthday cake for mother.
- 2. Everyone surprised her.
- 3. We spent the afternoon helping the zoo keeper.
- 4. All the zebras escaped him.
- 5. Mary likes to watch them gallop across the field.
- 6. Somebody shoot him!
- 7. He is the big, bad wolf.

Complete each unfinished sentence below by using either a subject pronoun or a pronoun in the predicate. At the end of each sentence, write *S* if the pronoun is in the subject or write *P* if the pronoun is in the predicate.

- 1. The little children looked frightened. ran away when the firecracker exploded.
.....
- 2. The dancers performed for two hours. The queen liked
- 3. The beautiful lady watched the knight kill the dragon. was spitting fire.
- 4. On the banks of the Nile River the crocodiles sunned themselves.
seemed harmless.
- 5. Fritz and I saw the king dressed in royal robes. waved to
- 6. Dad's dog is a collie. I take for a walk every morning.



What is the girl
doing to the car?
.....
.....



What is the woman
giving to the boy?
.....
.....



What are the boy and
girl doing to the wall?
.....
.....

Using subject pronouns and pronouns in the predicate

In the following paragraphs there are blanks where pronouns could be used. Fill in the blanks with the correct pronouns. The first one has been done for you.

One warm summer day, Farmer Jones saw his hired boy, Hiram, disappear into the barn. Under his arm ^{he} was carrying a large can. Soon Farmer Jones went to see what Hiram was doing, but couldn't find But did find Matilda the cow's stall empty, except for a large chocolate syrup can. Why was there, wondered, and where were Hiram and Matilda?

Farmer Jones went outside, and found in the pasture. Why were running around? Hiram was not trying to catch Matilda. In fact, was chasing When Matilda slowed down, Hiram tried to make run faster. "Well, never " Farmer Jones muttered to himself. Then shouted, "Hiram, have lost your senses?" Hiram didn't hear

Farmer Jones ran to the pasture and tried to catch up with Just before he caught up, Matilda stopped and Hiram began milking When the pail was half full of milk, raised to drink. After his drink,, said, "Matilda, make the best chocolate milk shakes have ever tasted."



Learning to...

The story on this page is a Welsh folk tale. In the story there are three different things for you to do:

- put in any missing end punctuation marks
- fill in the blanks with the correct pronouns
- underline all the adjective phrases

In England near Shrewsbury there is a mountain. Some Welsh people believe this mountain was made by a wicked giant. This is how it happened.

Once a long time ago this giant had a complaint against the mayor of Shrewsbury.

So decided to cause a flood in the river so that all the people of Shrewsbury would be drowned.

Off started, carrying a great spadeful of soil. He walked a long time, trying to find his way to the town. But could not find, even after walking all day.

When the sun was going down, the giant was still carrying his heavy load. He began wishing did not have to walk so far.

Soon the giant met a shoemaker. On his back was carrying a bag of old boots and shoes that needed mending. He had gone to Shrewsbury to pick up.

The giant called out, "My good man, how far is it to Shrewsbury?"

"What do want at Shrewsbury?" asked the shoemaker.

"Well, am going to dam the river with this earth in my spade. Do know the Mayor and the people of Shrewsbury? I mean to drown all," said the giant.

The shoemaker did not like this idea. "If does that, will lose my customers," thought to himself.

So said to the giant, "I don't think will ever get there, at least not today or tomorrow. Look at I just came from there and have had to wear out all these shoes and boots since started. Look at " He opened his bag and showed him the shoes and boots.

"Then must give up. Already am tired. I cannot carry this spadeful of earth any farther. I shall drop here and go home."

He dropped the earth and scraped his boots on the spade to get all the earth off

No one ever saw again. But where put down his spadeful of earth a great mountain appeared which is there even to this day. The earth that the giant scraped off his boots made a little mountain, which stands by the big mountain.

3/In Hot Water

LEARNING TO BUILD VOCABULARY

Understanding idiomatic expressions

You've really opened a can of worms. Imagine it! The worms are squirming all over and you can't close the can again. When you open a can of worms, you end up with more problems than you can handle. As fast as you solve one problem, another one needs your attention. Expressions like "opening a can of worms" are idiomatic expressions. An idiomatic expression doesn't mean exactly what it says, but it creates an effective picture in your reader's or listener's mind which helps him or her to understand what you are saying.

Look at the pictures.

Write a sentence or two about the picture, using the idiom in one of your sentences.



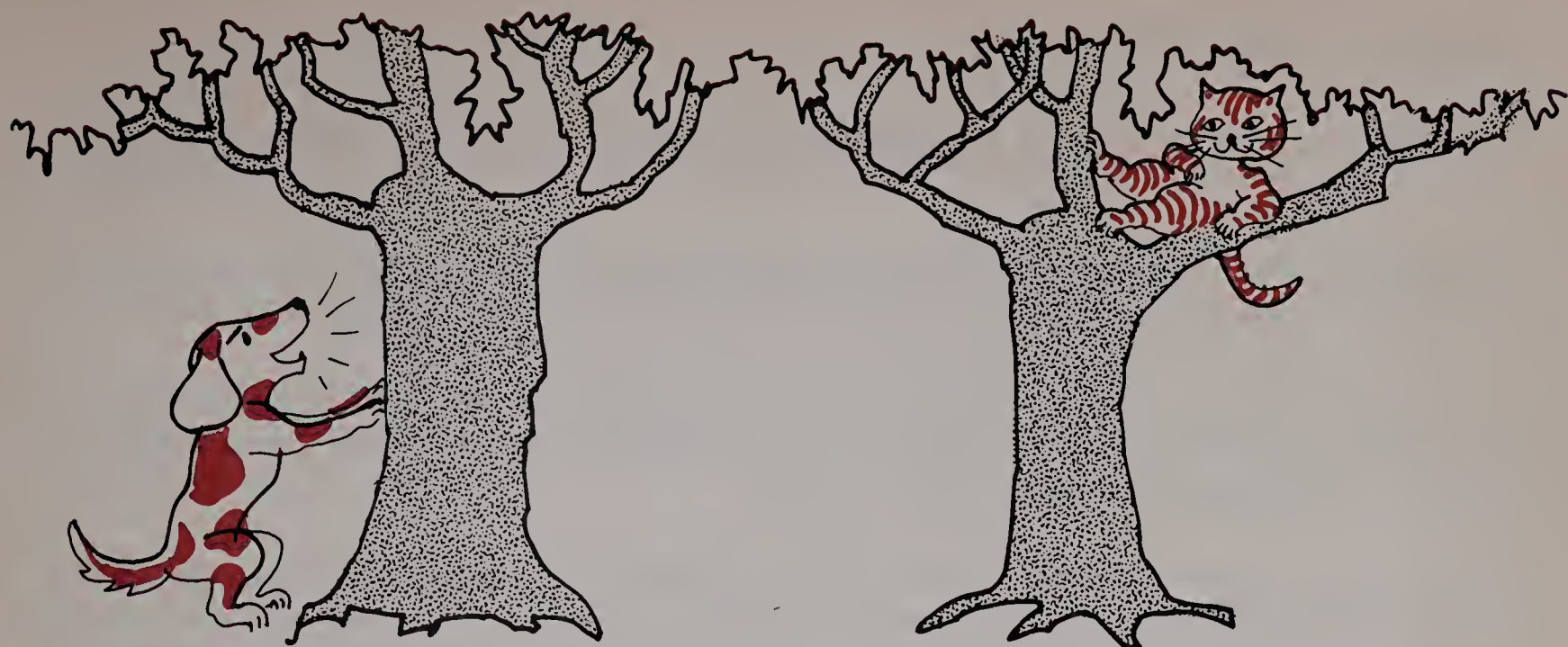
- to pull somebody's leg

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- to bark up the wrong tree

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- to sell like hot cakes

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Understanding words from other languages

The English language has “borrowed” many words from other languages. Some words were borrowed from a language that borrowed the words from still another language.

The following words all come from other languages. Look up each of the words in the dictionary and then write a sentence using each word in a way that will help another person understand the meaning. If necessary, use another sheet of paper.

- **delicatessen** The English language began using this word at the end of the nineteenth century. It came from the German word *delikatessen* which came from the French word *delicatesse*, meaning delicacy. What kind of food can you buy in a delicatessen?
.....
- **buckle** This word comes from the Latin word for cheek, *bucca*. *Buccula* meant the cheek-piece of a helmet. Later the word also meant belt fasteners. For what purpose do you use a buckle?
.....
- **infant** The Latin word *infans* means not speaking or not able to speak. Our word infant came from this Latin word. Write a two or three sentence paragraph describing an infant. What does it look like? What does it do all day?
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.....
- **menu** *Menu* was originally a French adjective meaning “small, detailed”. The French adjective came from the Latin word *minutus*, meaning small. In what place do you find a menu? What information does a menu give you? What does a menu have to do with the real French meaning?
.....
- **pest** *Pest* comes from a French word *peste*, meaning plague, usually meaning a serious illness. What does a pest do? What kinds of things are pests? Why?
.....
- **yacht** *Yacht* comes from the Dutch name *jaght*, a kind of sailing boat. The Dutch word came from a German word, *jachtschiff*, meaning a hunting ship. What kind of boat is a yacht? In what kind of water could you travel in a yacht? Why?
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Understanding invented words

Language changes when new things are invented. For example, *Kleenex* is a new word for a special kind of paper tissues. Now many people use the word *Kleenex* for any kind of tissue.

Levi is the name for a special kind of denim pants. Now many people use the word *Levis* as the name for any kind of pants. Jean cloth is a kind of cotton. This is where the name for denim pants comes from – jeans.

Many companies make up new words when they advertise their products. Below is a list of imaginary products. Think of a name for each of these imaginary products and write the names beside the description.

Product	Name
A blue fizzy drink that cures hiccups.
A new powder that cures colds if you sprinkle it all over your body.
New cereal made of corn, coconut and soybeans.
A new magnetic spray that draws mosquitoes and then kills them instantly, as they fly through the air containing the spray.
A new game about cops and robbers on the prairies.
A 3-color electronic pen and pencil, flashlight combination.
An electric car that can also be used as a boat.
A candy bar made from potatoes, carob and maple syrup.

Understanding different English dialects

People who speak the same language but live in different parts of the country sometimes use different words to describe the same things. They are speaking different dialects of the same language.

In the crossword puzzle, each of the clue words has another word that means the same thing. Complete the puzzle.

- Down

1. verandah

3. tap

4. biscuits

8. cellar
- Across

4. chesterfield

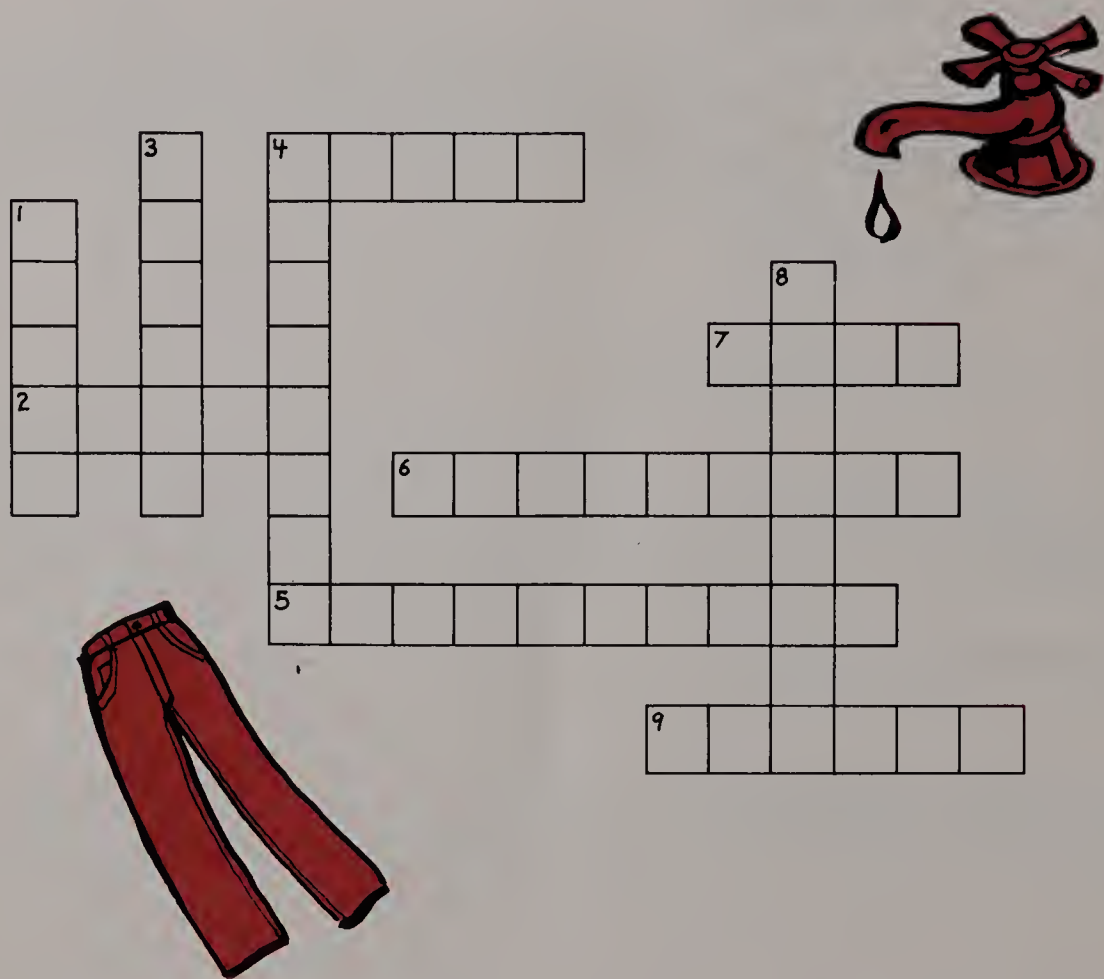
2. stream

7. bag

5. napkin

6. jeans

9. pop



Using particular words for particular subjects

Many special activities and subjects have their own words to describe the materials and tools they use. For example, a potter uses words that most people have never used. Do you know what *engobe*, *slurry*, and *bisque* mean? Doctors, lawyers, and musicians all have their own vocabulary. Choose one of the three subjects below and make a dictionary of special words.

Cooking vocabulary

- baste
- boil
- broil
- dice
- fry
- mince
- parboil
- sauté
- scald
- simmer

Car racing vocabulary

- back off
- bank
- blip
- chicane
- drift
- gasser
- hot dog
- hot rod
- lap
- nerf
- rev up
- slicks

Pottery vocabulary

- bisque
- earthenware
- engobe
- glaze
- slab
- slip
- slurry
- stoneware
- to fire
- to throw

Rewrite the list of your choice on the lines below, and write the definition of each word. Show how to pronounce the difficult words. Use the dictionary. If necessary, use another sheet of paper.

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Using synonyms, antonyms, and homonyms

What is the meaning of the words *synonym*, *antonym*, *homonym*?
The *onym* part of the word means *a name*.
The prefix *homos* means *same*. (having the same sound but different meaning)
The prefix *anto* means *opposite*. (having opposite meaning)
The prefix *syn* means *together, alike*. (having the same meaning)
Which of the three words would describe words with opposite meanings?
For example, *bad* is the antonym for *good*.
Which of the words would describe words with the same sound?
For example, *peal* is a homonym for *peel*.
Which of the words would describe words with the same meaning?
For example, *drawing* could be a synonym for *picture*.

Write a synonym and an antonym for each of the words below.

	<u>Synonym</u>	<u>Antonym</u>
1. gentle
2. quiet
3. happy
4. friend
5. deep
6. late
7. fast

Look at each underlined word below. Fill in the blanks with the correct homonyms for the underlined words in the following sentences. The first one is done for you.

- 1. Our family went on a trip to Ottawa for four days.
- 2. That bear was looking for berries on the ground.
- 3. For most people it would be an enormous feat to grow as large as Paul Bunyan's.
- 4. My mother asked me to pare a for her.
- 5. Wouldn't it be nice if a could make honey and not have a stinger?
- 6. There were eight people who the oranges.
- 7. Will you meet me at the market to buy some ?

Writing story beginnings

Read the following story beginning.

Salvatore looked all around him in sudden panic. His friends were nowhere to be seen. He was all alone in a strange city with no money and no means of getting home.

What is the name of the character this story will be about?

Where is he?

What is his problem?

Does the story beginning make you want to read on and find out what happens to him?

The beginning of a story should give you information about the following:

- the problem
- the characters
- the setting

It should also make the reader want to read on.

Using the suggestions listed below, write a story beginning. (If you like, you can use your own ideas.)

Problem: Finding a cave that has fossils in it

Characters: Louis, Beth, Lee

Setting: Woods area outside the city

Special information: Naturalists reported finding some interesting fossils in caves in these woods.

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LEARNING TO BUILD VOCABULARY

Using synonyms

Code						
a-1	e-5	i-9	m-13	q-17	u-21	y-25
b-2	f-6	j-10	n-14	r-18	v-22	z-26
c-3	g-7	k-11	o-15	s-19	w-23	
d-4	h-8	l-12	p-16	t-20	x-24	

Each of the underlined words in the sentences below has a synonym (a different word with a similar meaning). Use the code above to find what the synonym is. Then write a new sentence using the word you have found. The first one has been done for you.

1. Joyce was happy because her grandmother sent her some money for her birthday. 7-12-1-4
synonym glad
Most people are glad to have a sunny day.

2. The beaver that we saw in the woods was enormous. 8-21-7-5
synonym

3. Looking over a tall fence is not difficult for a giraffe. 8-1-18-4
synonym

4. Are you ever going on a long trip to the Sahara Desert? 10-15-21-18-14-5-25
synonym

5. His way of telling jokes makes people laugh, even if the joke is not funny. 13-1-14-14-5-18
synonym

6. The accident happened on the corner of Church Street and Linden Avenue. 15-3-21-18-18-5-4
synonym

Using details to build stories

Look back at the story beginning you wrote on the previous page. What problem do Louis, Beth, and Lee have to solve? How will they try to solve it?

Write the rest of your story. Here are some ideas for details you may want to include as you continue your story. You don't have to add all of them. You may want to add some details of your own.

- Louis, Beth, and Lee talk to a scientist about how to explore a cave safely.
- Louis, Beth, and Lee find themselves in a swampy area while trying to get to the cave.
- Louis, Beth, and Lee find an old car dumped over the cliff.
- They think they have found the entrance to a cave, but some rocks are covering the spot.

Will you write the story as if you were telling it yourself, or as if one of the characters were telling it?

Write the rest of your story on the lines below.

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Learning to...

Suppose you wanted to interview your parents and/or grandparents to find out what slang words and expressions were popular when they were your age. What questions would you ask? How might you word your questions to help them remember, if they are having difficulty? Would you use current slang in asking your questions, or would you use more formal language? Why?

Look at the two forms of the following question. Read them softly to yourself.

- 1) Um, well, let's see, um, do you remember any um, like, slang, like, you know, things that you said to each other, like, when you were kids?
- 2) Can you remember any slang words you used when you were my age?

Which of the two questions is clearer and easier to follow? Why?

Rewrite the following questions in standard English, removing the overused and unnecessary words. Remember, you want your questions to be brief, clear, and easy to answer. Read the questions softly to yourself.

1. Um, well, could you, ah, give me an example of, like, a slang word or something?

.....

2. Oh, yeah, that's really neat. What's it mean?

.....

3. Hey, like, do you know any more? This is really groovy.

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.....

4. Um, let's see, did any of your slang have, you know, anything to do with clothes, like?

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5. What about food? Wow, man, I bet you had some groovy slang expressions for that, eh?

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.....

6. Well, um, this was really neat. Like, ah, thanks a lot for your help, man.

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.....



Whom would you like to interview? Perhaps you'd like to talk to a T.V. hero, to a writer, to a political figure, or to someone in your own family. Think of at least six questions that you would like that person to answer. How will you word your questions?

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Read your questions softly to yourself. Make sure you don't add unnecessary words when you actually speak the questions out loud. Are your questions clear? Have a classmate pretend to be the person you want to interview and make up answers to your questions. Are you getting the kind of information you wanted?






4/It's a Mystery to Me

LEARNING TO BUILD VOCABULARY

Understanding the special language of hieroglyphics



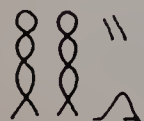
Hieroglyphics is a kind of writing with pictures which was done in ancient Egypt. Below are two sentences in Egyptian hieroglyphics. It was written on one of the treasures found in the tomb of Tutankhamun, the Egyptian boy-king. The Egyptians didn't have a picture for all of the words that we would put into a sentence. Their pictures gave them the idea of what was being said, and they filled in the rest. The *completion words* below are to help you fill in the rest.

							
How you say it.	yer	en	bak	akh	en	neb	ef
What it means.	made	by	servant	helpful	to	lord	his
Completion words	the who is						

					
How you say it.	hehy	akhut	em	set	nohoh
What it means.	searched for	what is useful	in	place	eternity
Completion words	He	the Necropolis			

Use *what it means* and *completion words* to write the sentences in language such as we use today.

Look at the hieroglyphics below. Write out the sentence they represent in language such as we use today.



Using a variety of sentence patterns

Sentences can be written in different ways. Your writing becomes more interesting when you use a variety of sentence patterns. Read these sentences, and notice how each one says the same thing in a different way.

- After dinner I was so full I couldn't move.
- I couldn't move after dinner because I was so full.
- Because I was so full after dinner, I couldn't move.

Read the following sentences. Rewrite each one of them in a different way.

1. There was a red squirrel by the tree.

.....

2. The squirrel looked for nuts to eat because he was hungry.

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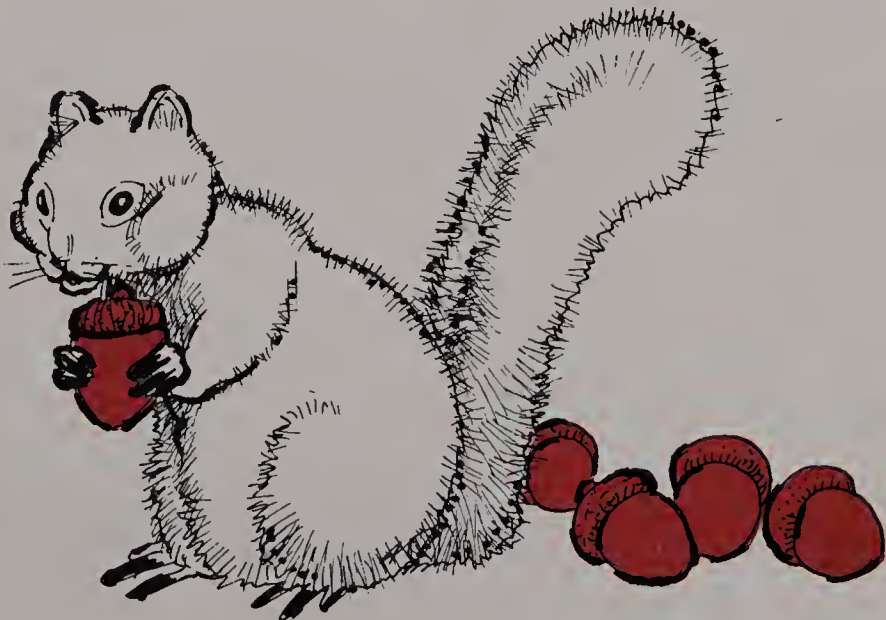
3. The squirrel buried the rest of the nuts for the winter when he had finished eating.

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.....

4. The squirrel filled his cheeks with nuts before he ran away.

.....



Read the following paragraph softly to yourself.



I bought my mother a birthday present yesterday. I went to the shopping center on the bus. I thought about what to buy while I was riding the bus. I found a nice red scarf for my mother in a large store. I thought she would like that since she likes bright colors. I was lucky that day. I was able to have the scarf wrapped in beautiful paper without paying extra.

Do you think the above paragraph could be written in a way that would be more interesting to read? Rewrite the paragraph on the lines below. Change the order of the words in at least four of the sentences. Be sure to write in complete sentences. Use a capital letter to begin each sentence, and use correct punctuation.

Ask someone else in your class to proofread it for you.

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Read your paragraph softly to yourself again. Does it sound more interesting?

Using verbs to tell about what will happen in the future

Read the following sentences.

- Tomorrow I will go to the baseball game.
- Next month we will go on holiday.
- They will visit us next week.

Verbs can be used to tell about what will happen in the future. The word *will* is often used as part of a verb about the future.

Read the following sentences.

- 1. Our class observed the snakes in the museum today.
- 2. That giraffe will be put in the zoo in Calgary.
- 3. Do you think you will take a trip to Africa in the fall?
- 4. After school I ran all the way home.
- 5. Do you think the Canadian teams will win any of the medals in the competition?
- 6. I ride my bicycle everywhere in the summertime.

Write *F* on the line beside each sentence that has a verb that tells about something that will happen later. Write *N* if the verb tells about something that is happening now. Write *P* if the verb tells about something that already happened. Do the sentences tell about something that is happening now, something that has already happened, or something that will happen later?

What time words helped tell you when the action in the sentence was taking place? List the words on the lines below. Write three sentences using the time words listed below.

later

tomorrow

next year

.....

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.....

Rewrite the following sentences to tell what is going to happen in the future. Replace the underlined words with words that tell what will happen later. The first one is done for you. Underline the verb in each of your sentences.



- 1. Be careful! The dragon can spit fire.
Be careful! The dragon will spit fire.
.....
- 2. The army ants have reached this rock in four hours.
.....
- 3. The Chinese jade flying horse was shown at the museum.
.....
- 4. The budgie flew from its cage onto your shoulder.
.....
- 5. Did you watch the hockey game on T.V. ?
.....
- 6. I caught the ball easily.
.....

Write three sentences of your own telling what you plan to do on Saturday or on your holidays.
Use the word will in each sentence.

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Using apostrophes in contractions



Read the following pairs of sentences.

- I am tired.
I'm tired.
- He is afraid she is going to fall.
He's afraid she's going to fall.
- Do not tell me you are going there again.
Don't tell me you're going there again.

What words in the second sentence of each pair take the place of the underlined words? Write them

on this line.

We call these words contractions.

A contraction is a word made by joining two words.

What punctuation takes the place of the letter or letters dropped by joining the words?

- a comma?
- an apostrophe?
- a question mark?

Read the following sentences. Draw a circle around each contraction. After each sentence, write the words the contraction stands for.

1. I don't know how often I have found monsters in my closet.
2. Six candy bars aren't enough to satisfy our group.
3. Why doesn't he enter the contest?
4. She's the noisiest cat I've ever seen.
5. They'll never win any of the games unless they work together.
6. Haven't you ever heard of a talking monkey?

Match each of the following contractions with the two words it stands for. Then write the contraction in the space in its correct sentence below. The first one has been done for you.

- | | |
|---------|-----------|
| can't | you have |
| that's | they have |
| won't | what is |
| they've | is not |
| isn't | can not |
| you've | that is |
| what's | will not |

1. I can't visit you tomorrow because I am getting a kitten at the pet shop.
2. Why you come on Saturday instead?
3. Because of the rain, decided to cancel the football game.
4. This definitely what I had expected for dinner.
5. This is a food never tried before.
6. Do you know on the menu tomorrow?
7. I don't think been decided.

Using contractions, complete the sentences below .

1. Rachel refuses to go to the snow-eating contest.
- I go to the snow-eating contest.
2. Noel thinks it is unlikely that his friends will be too busy to visit.
- It likely be too busy to visit.
3. the Smiths still have to feed their cats today.
- We yet fed the cats today.
4. Sam doesn't like the ending of the story he has just read.
- The ending fit; something wrong with the story.

Using time-sequence words

Write a paragraph about something you like to do. Is it reading? taking part in sports? craft work? Tell how you get ready for this activity in a step-by-step way. Use time-words to help you put the sentences in the right order.

Here is a list of suggestions to help you write your paragraph.

- 1. Make a list of everything you do, including details that you may think are unimportant.
- 2. Write a sentence about each thing you do.
- 3. Put the sentences together into a paragraph.
- 4. Check your paragraph to see whether you have written it in an interesting way. Rewrite it if the sentences don't fit together well.
- 5. Give your paragraph to one of your classmates to check for punctuation and sentence mistakes.
- 6. Make any corrections that your writing needs.

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Read the following sentences:

- Our cousins arrived here yesterday.
- Next week I will be eleven years old.
- Today I am very excited about my party.

In the first sentence, does the action take place now, in the past, or sometime in the future? What time-word helps tell you this?

When does the action take place in the second sentence? What time-word helps tell you this?

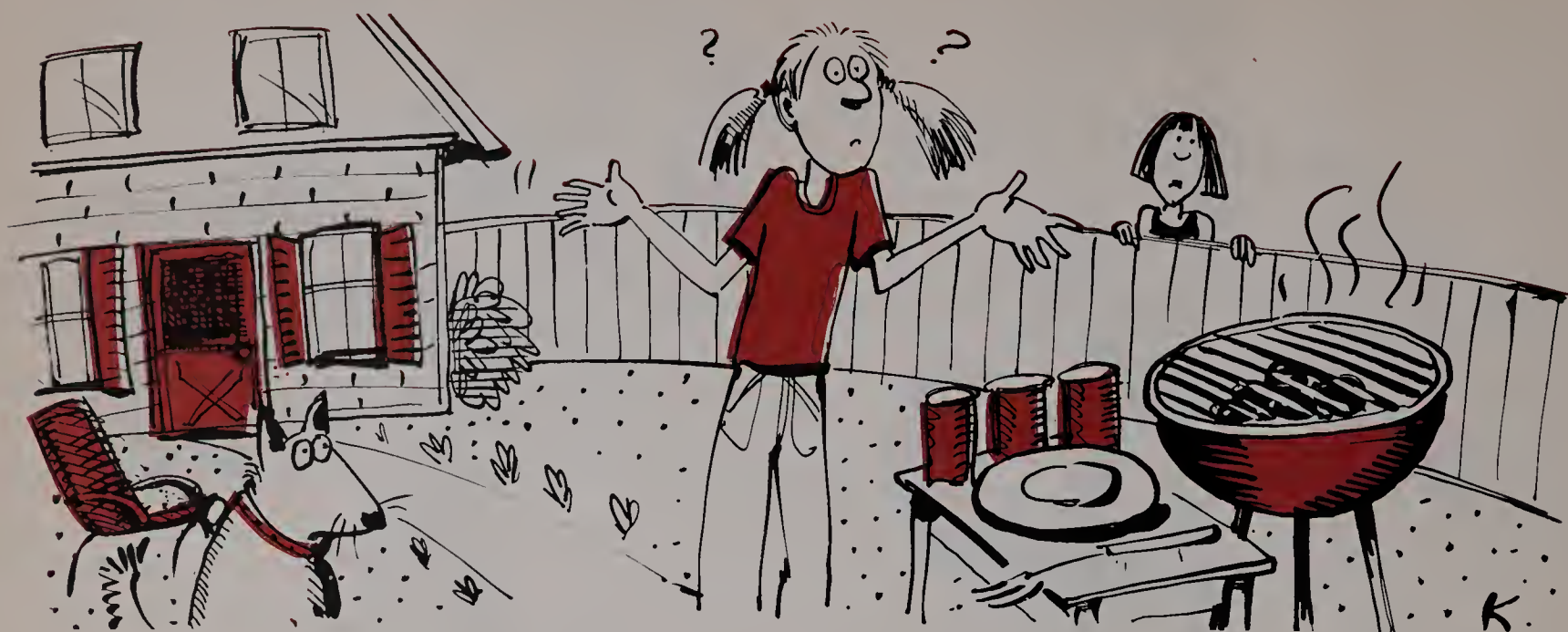
When does the action take place in the third sentence? What time-word helps tell you this?

Time-words help to tell about the order in which events happen. Words like *now*, *today*, *then*, *later*, and *meanwhile* are time-words. Write a paragraph about the pictures below, using time words. Be sure to put your sentences in the right order. The first sentence is done for you.





Learning to...



Matthew was reading a mystery story. In the story, a girl named Sandy had been looking forward to a barbecue with her family. She had taken her dog for a walk and had returned in time for the meal. She had gone into the house to wash her hands. When she had come outside again, she had found that there were no hamburger patties by the barbecue. Had Sandy’s mother not brought them out yet? Was her brother playing a joke on her? Sandy was determined to get to the bottom of this mystery. She noticed that the little girl from next door was out in her backyard. So was another neighbor across the street.

Matthew was eager to learn if and how Sandy solved the mystery, but the rest of the pages were missing. Can you help him figure out how the story ends? Write a paragraph in which you tell what is going to happen in the story. What will Sandy do next? Whom will she question first? second? Will she find out where her dog went after their walk? What solution will she reach? Use time-sequence words in your paragraph. Use a variety of sentence patterns to make your paragraph interesting.

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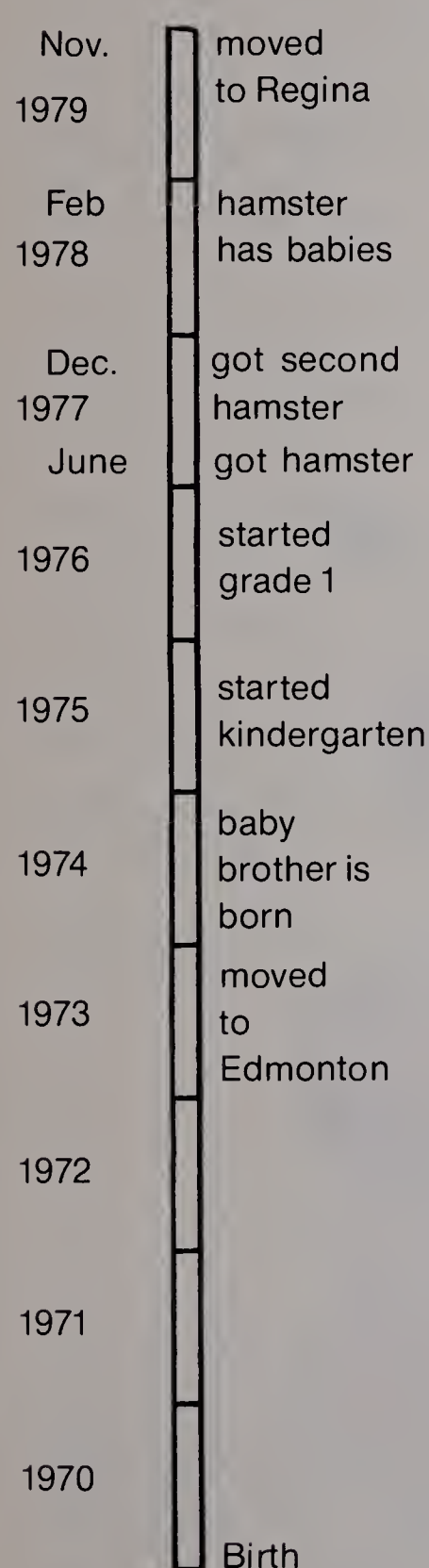
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5/String-a-line

LEARNING TO USE STUDY AND LIFE SKILLS

Preparing time lines

A time line is a chart that tells you the important events that happened within a certain time period. Time lines show the history of countries or cities, or show important events in people's lives.



This is Jenny.

Some of the important events in her life are marked on the time line. Write a sentence telling about each event on Jenny's time line.

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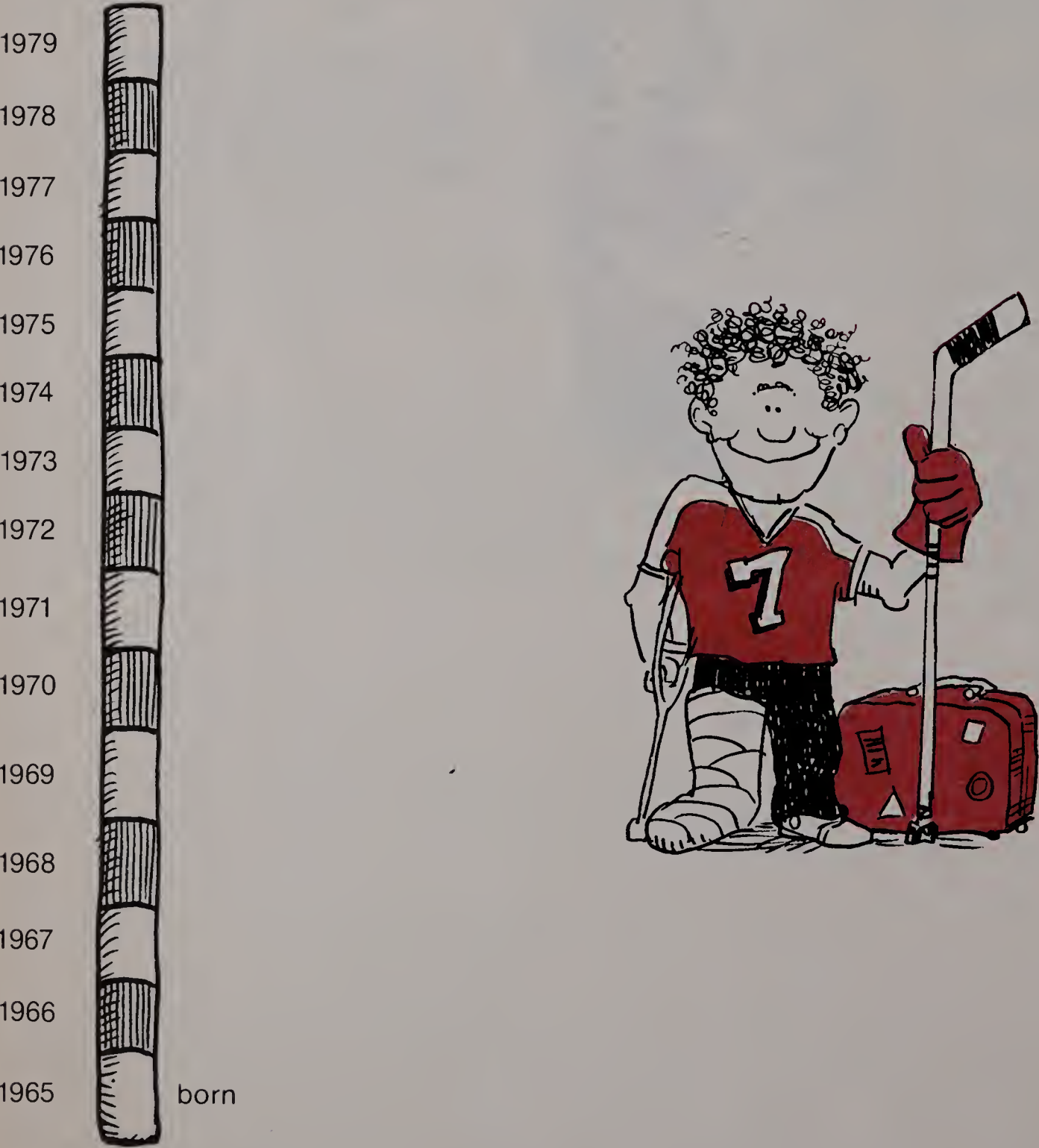
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This is Francois.

Here are the important events in Francois' life.

- 1965 – born in Paris, France
- June, 1968 – visited grandmother in Montreal
- June, 1970 – moved to Montreal
- August, 1971 – spent a month with his uncle in Paris
- 1972 – joined a hockey team in Montreal
- 1973 – began piano lessons
- 1976 – broke his leg while skiing
- 1979 – entered a CBC piano competition and won second prize

Chart these events on the time line for Francois.



Understanding the word history

of family member names and surnames

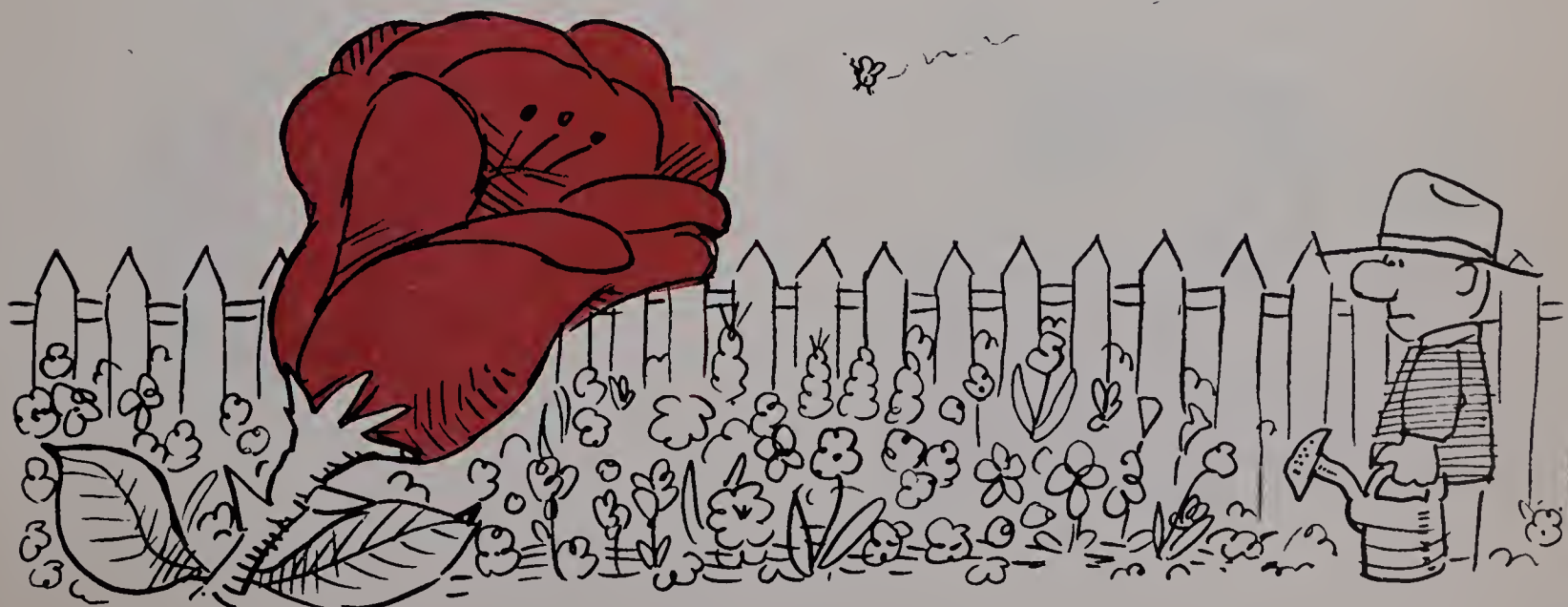
Many of our family names first came from words that told what our ancestors were like, or where they lived. For example, *Strong* is a name that could describe someone. *Wood* is a name that tells where someone lives.

Some people have a family name, or surname, that comes from a word in a different language. For example, the name *Klein* comes from the German word for small. The name *Vogel* comes from the German word for bird.

People's names also came from what they did. What kind of work would someone have done who was named Fieldman?

Read these riddles about how names began. Then match up the riddles with the names in the list.

- | | |
|--|---------|
| 1. We are a family who lives on land that is not flat. | Swift |
| 2. I find walking much too slow. | Long |
| 3. From the day I was born my size was most unusual. | Hill |
| 4. In all the land for miles around, I do the best job with my plow. | Young |
| 5. Everywhere I go I get there fast because I am Mr. | Rose |
| 6. My flower garden was full of this lovely flower. | Summers |
| 7. At first, this name suited me, but now I am growing old. | Plowman |
| 8. Everyone knew what this family's favorite season was. | Trotter |



Using story boards

Look at the picture and tell the story you see. Use these questions for ideas.

- 1. How will you begin your story?
- 2. How can you write it so that your reader wants to read on?
- 3. What are the other important details to include in the story?
- 4. What can you say about how the members of the family feel when their car gets stuck? how the members of the family feel when they notice the farmhouse in the background? how the people in the farmhouse act when they see the family?
- 5. How can you write your sentences in different ways to make your story interesting?
- 6. What title can you make up that will give your readers some information about your story?

After you have written your story, ask another person in your class to proofread it for you. Make any necessary corrections.



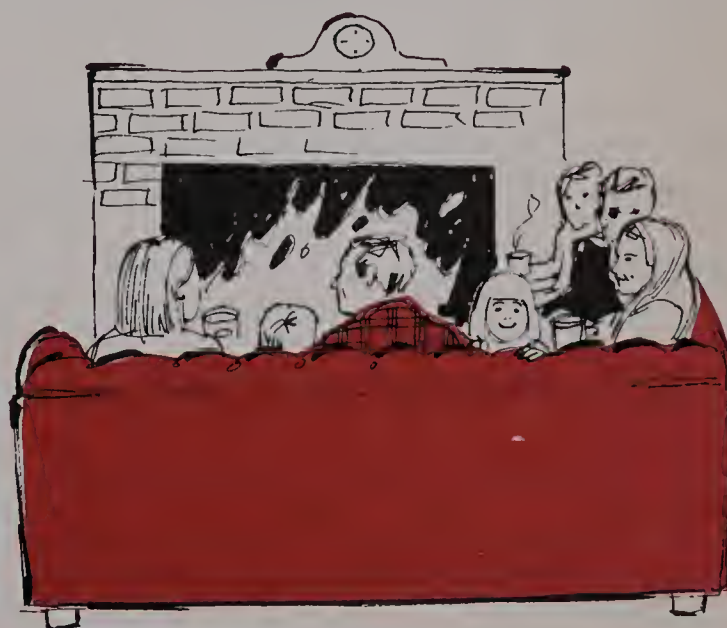
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LEARNING TO BUILD SENTENCES

Using adjective phrases in different positions



Read the following pairs of sentences.

- That girl is my sister.
That girl in the red dress is my sister.
- That cat is the one she wanted.
That cat with white paws is the one she wanted.

What is the difference between the first and second sentences in each pair? What

do the words *in the red dress* and *with white paws* add to the sentences? *In the red dress* and *with white paws* are adjective phrases. An adjective phrase is a group of words that tells more about a noun in a sentence.

Underline the adjective phrases in the following sentences. Then use each adjective in a new sentence. Write your new sentences on the lines provided.

1. The yelping dog with black spots was running.

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2. The girl with brown hair told the policeman where she found the missing blue wallet.

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3. The most important clue was this blue wallet with the torn zipper.

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4. Many neighbors in the apartment building thought they had all the important mystery clues.

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5. The man from Nova Scotia turned out to be a good detective with a lot of courage.

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Using A VARIETY of EXPRESSIVE VERBS

Read the following pairs of sentences.

- The hungry dog ate the food.
The hungry dog gobbled the food.
- The cat jumped up the tree.
The cat leaped up the tree.

In the first pair of sentences, which of the underlined words is more interesting and gives more information? In the second pair of sentences, which of the underlined words is more interesting and gives more information? A verb is an action word.

Using expressive verbs gives the reader more information and makes reading interesting.

Underline the verbs in the sentences below.

1. The parrot screamed.
2. The elephant thundered past the crowd.
3. All the books clattered to the floor.
4. The spooky story frightened the youngest children.
5. My aunt strolls through the park each day.

Write three different sentences to tell what is happening in each picture. Use a different verb in each of the three sentences.



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If you want to tell about someone going into a room, you could say:

- He went into the room.
- He stormed into the room.
- He tiptoed into the room.
- He slunk into the room.

Each time you use a different verb, you make a different word picture. There are usually several ways of telling about an action.

The verb *boomed* tells about the action of a loud noise.

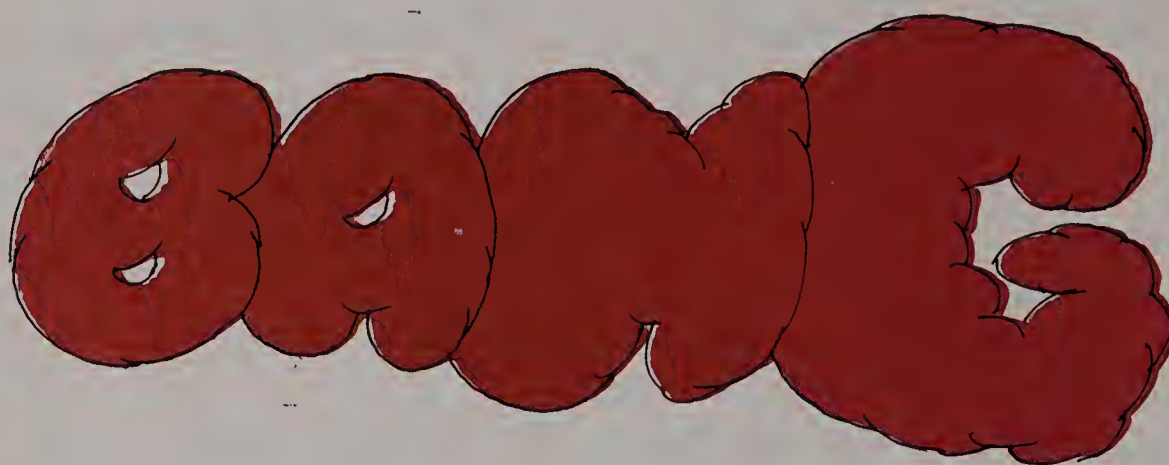
Write four more colorful verbs you might use to tell about loud noises.

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Choose one of your “noise” verbs and use it in a sentence.

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Write four verbs about going along the sidewalk.

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Choose one of your movement verbs and use it in a sentence.

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Write four verbs about rain falling.

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Choose one of your verbs for falling rain and use it in a sentence.

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Write four verbs about what you would do if you heard something funny.

.....

.....



Choose one of your verbs and use it in a sentence.

.....

.....

Using hyperbole

Hyperbole is exaggeration. Sometimes people use hyperbole in their writing to give a dramatic effect. Readers are not expected to believe exactly what has been written. For example, here are two ways of saying the same thing. Which has the greater effect on you?

- I was so sleepy today my eyelids felt as though they were made of drooping Silly Putty.
- I was so sleepy today I could hardly keep my eyes open.

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Use hyperbole to describe each of the following situations.

1. You are very hungry after you have been outside playing all afternoon. You come into the kitchen and say, “What’s for supper, Mom? I’m so hungry I could

Illustrate your hyperbole by drawing a cartoon.

2. Your cousins went to Point Pelee National Park to see the Monarch butterfly migration in the fall. When they returned, they said to you, “There were so many Monarchs on the bushes that

.....

3. Your two-year-old baby sister wanted to play with the egg beater. Your mother wouldn’t allow her to have it, so your baby sister began screaming. You told your father that she screamed so loudly that

.....

Draw a cartoon to illustrate, and write a hyperbole for the caption.

Learning to...

The chart below lists nouns and matching verbs. In each blank space, write an adjective phrase to describe the noun. Then put the three parts together and write a sentence. Add other details to make the sentence more interesting and to give more information. The first one is done for you.

Noun	Adjective phrase	Verb
peacock	with the colorful tail	strutted
cat		appeared
motorcycle		roared
boy		played
policeman		caught



The peacock with the colorful tail strutted around proudly.

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Learning to...

Read the following story beginning.

Michael and Jean had just come back from the park.

"Did you have a good time at the park?" their mother asked.

"Sure," answered Jean. "It was great."

"The new playground equipment has been installed. There's a

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Michael continued, "While we were there, we saw a little shop that sold

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“After that,” said Jean, “we met two other children from

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Jean and Michael might have had a fairly ordinary day at the park. On the other hand, what if the new playground equipment was completely different from any that’s ever been seen in a park? What if the little shop sold ice cream that tasted different from any other? What if the two children were from another planet?

Use your imagination and the story starter to write a tall tale for Jean and Michael to tell about the park. Use descriptive words and phrases to tell about their experiences in the park. Use expressive verbs and adjective phrases. Your tall tale should include hyperbole. Underline each use of hyperbole.

6/Below Zero

LEARNING TO BUILD SENTENCES

Using a variety of expressive verbs

Colorful verbs are words that tell about the actions of people, things or animals. Colorful verbs make your sentences interesting and give information about what is happening. People and animals move in many different ways. They walk, scamper, jog, gallop, etc. When you describe things a mouse does, you would use different words from the ones you would use to describe what a tiger does. For example:

- The mouse scurried into its hole.
The tiger bounded into its den.
- The mouse snatched the cheese.
The tiger pounced on its prey.

On the lines below, write five colorful verbs to describe the actions of each of the animals listed. Then choose one of the animals and write a paragraph describing it. Use colorful verbs in your sentences. Write a suitable title for the paragraph.

Hint: Your verbs can tell about the ways the animals eat, drink, run, cry, make noise, stop, start, etc.

pig	cat	lion	monkey

You use verbs when you tell about any kind of action. Colorful or expressive verbs give more information about the action. You could use many different verbs to tell about the way you came home from the store. Think about how you might have been feeling as you moved in the way these verbs describe. What might have happened to make you feel like moving that way?

- I jogged home from the store.
- I ambled home from the store.
- I skipped home from the store.
- I ran home from the store.

Think of a game or sports activity such as swimming, or playing baseball. Imagine you are the best swimmer or baseball player on your team. You are eager for your next chance to show what you can do. Write four expressive verbs that tell someone about your actions. What verb will show your feeling when you get into the water or go up to bat? What verb will tell how you move through the water or how you swing at the ball? Use each verb in a sentence. Now, put your sentences together to make a paragraph.

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Now, imagine that the last time you swam for your team or went up to bat, you didn't do very well. Write three verbs to tell about your actions. What verb will show your feeling when you get into the water or go up to bat this time? What verbs will best describe the rest of your actions?

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Use each verb in a sentence.

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Put your sentences together to make a paragraph.

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Compare the two paragraphs you wrote. How are the descriptions different? How are they the same?

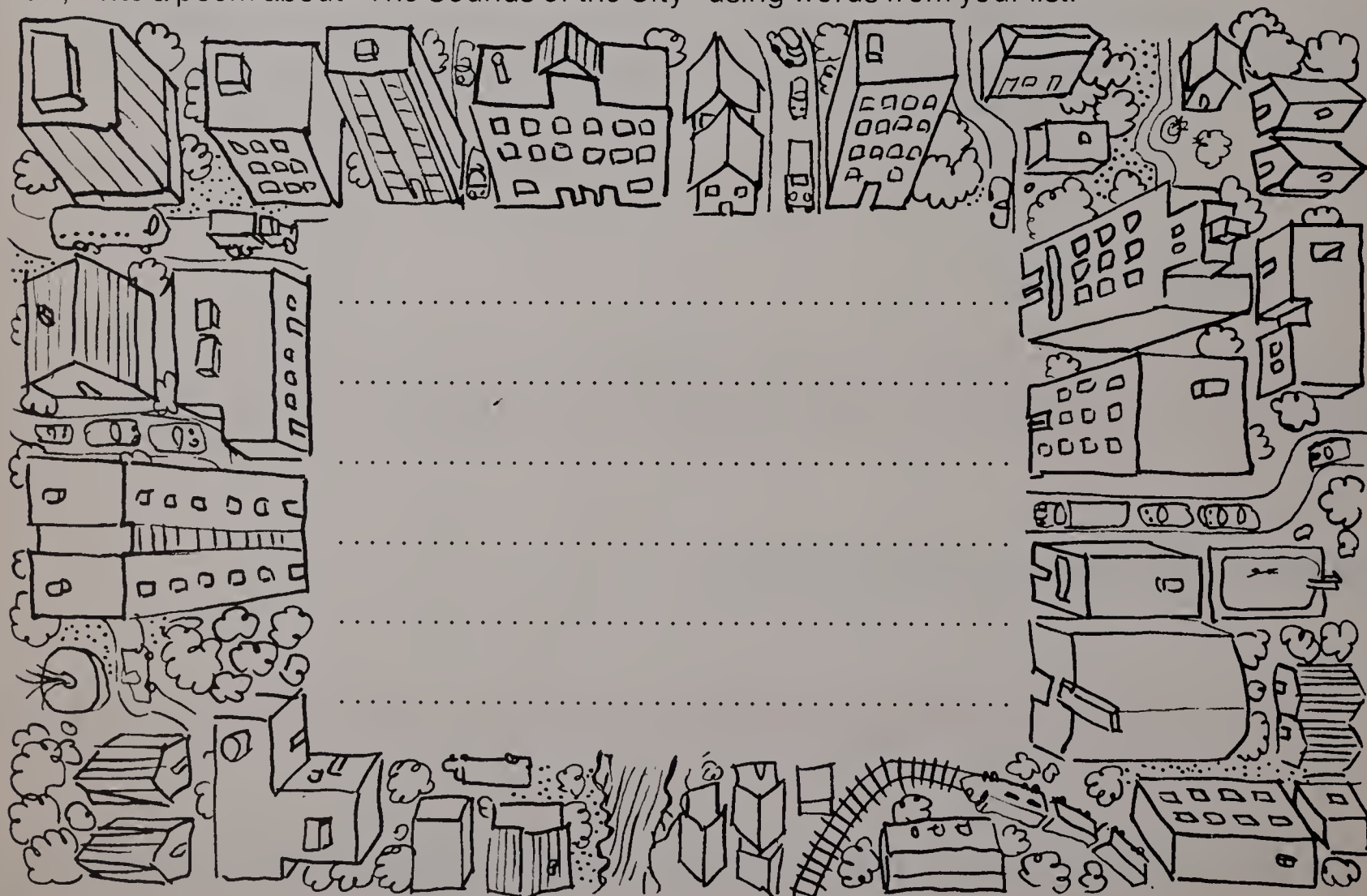
Using onomatopoeia



As you read the above words, can you hear the sounds they describe? When you use words that imitate sounds, you are using *onomatopoeia*. People use onomatopoeia in poetry as well as in conversations. Onomatopoeia makes writing more colorful and interesting. When you tell someone your classroom is humming, you are using onomatopoeia.

Look carefully at the picture and think of words that imitate the sounds of traffic and other city noise. List your words. You can begin with: roar, honk,

Now, write a poem about "The Sounds of the City" using words from your list.



Writing explanatory paragraphs

When you write an *explanatory paragraph* you are explaining, or giving information about something. You might be telling how to do something, or you might be telling how something works. Your topic sentence tells what the paragraph is about. The other sentences give more information about the topic sentence.

Read the following paragraph. Write the topic sentence on the lines below. Underneath the topic sentence, write down the information given by the detail sentences about the topic sentence. Write it in point form.

Making a snow house is easy to do. First you need some deep snow and a shovel. Start by making a tunnel down into the snow. Pile the snow that you dig out of the tunnel on top of the place where your house will be. As you dig out more and more snow, you can begin to crawl in and scrape snow from above your head to make the ceiling higher. Then, pat the walls and floor inside and outside of the house to make them firm.

Topic sentence

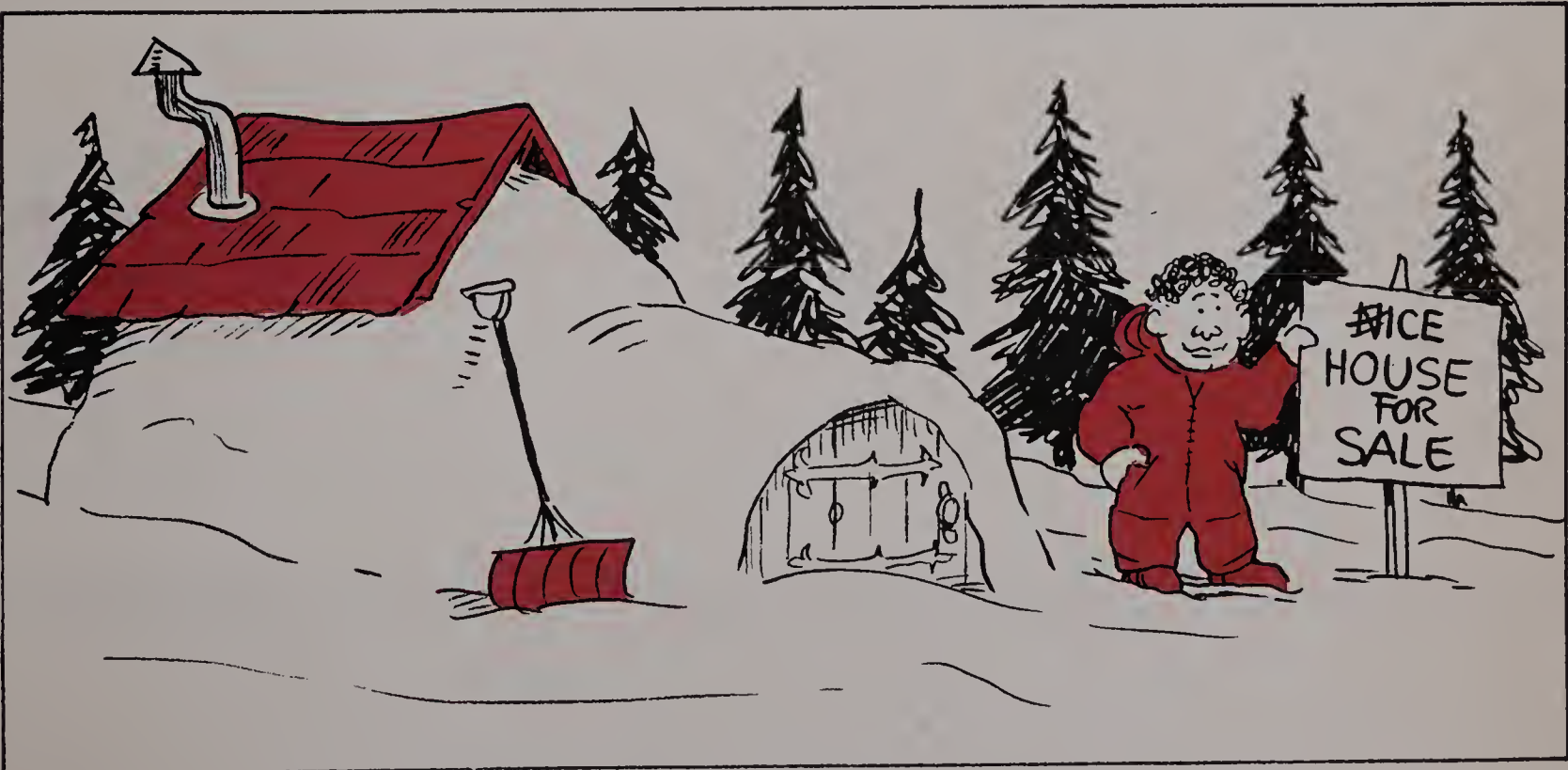
Details

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Use the following topics to make topic sentences for explanatory paragraphs. The first one has been done for you.

Topic	Topic Sentences
1. Swimming	Swimming is good exercise
2. Christmas
3. Springtime
4. Pets

Choose one of your topic sentences above and write at least three other sentences that would give more information about it in an explanatory paragraph.

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Now put your topic sentence and the supporting sentences together and write an explanatory paragraph.
Write a suitable title for your paragraph.

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Writing explanatory paragraphs

Read the following paragraph.

The library is a good place to do research. It contains books on many topics. All the encyclopedias and reference books that anyone might need are kept there. The librarians can also offer lots of information and can tell you where to find the materials you need.

What is the topic of the paragraph? Do the rest of the sentences explain or give information about the topic sentence? Is the information clear and easily understood?

A paragraph that explains something should be clear enough to be understood by someone who does not know as much about the subject as you do. In an explanatory paragraph, you can explain how to do something, explain why you feel a certain way, or give some information about a subject.

Write an explanatory paragraph about a topic of your choice, or use one of the following subjects. If necessary, use another sheet of paper.

- How to find the way from school to your home
- Why you think a cat makes a good pet
- Why you think a goldfish is not a good pet
- How to bake a cake

Topic Sentence:
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Supporting Sentences:
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Paragraph
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Preparing report outlines

Writing a report is a way of giving information about a certain topic. To help you organize ideas for a report, use an outline such as the following:

Topic: Going on a winter hike.
Question: How should we dress for a winter hike?
Answer: Lightweight clothes of several layers, warm mitts and hats, and warm boots that won't slip on the snow.
Question: What supplies should we take with us?

Answer:
.....

Question: (Write your question here.)

Answer:
.....

What sentences could you write, using your answers to the questions in the outline?
Write a sentence using the answer that has been written for you.
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.....

Choose one of the following topics and make your own report outline. Write the topic first.
What questions would you want to answer about your topic?

- 1. Skyscrapers
- 2. UFO's
- 3. Guinea pigs
- 4. The Llama

If you like, choose a topic of your own for your outline.

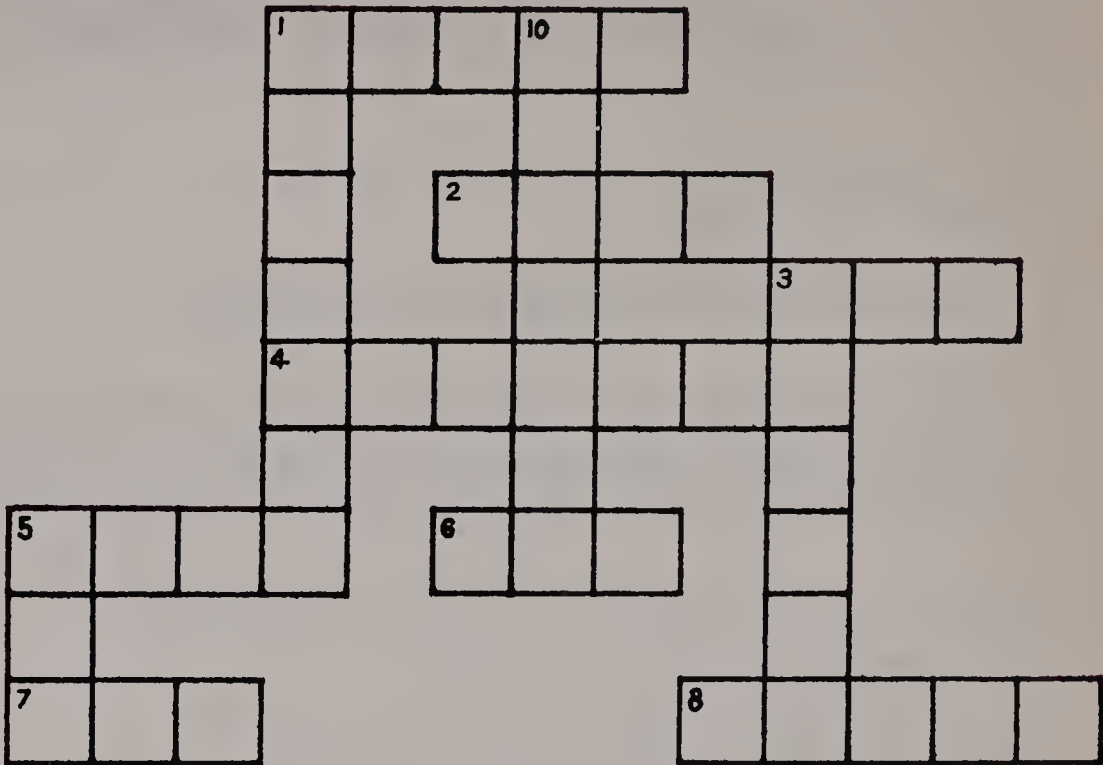
Topic:

Questions to answer:
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Learning to...

Use the clues below to complete the crossword puzzle. All your answers will be words that imitate sounds.

- Across
- 1. When you have one of these in your window, it's time to replace the glass.
 - 2. Wolves are known to make this sound.
 - 3. This sound makes you think of a crow.
 - 4. This sound makes you think of small birds.
 - 5. A lion might make this sound.
 - 6. A sound made by a small kitten.
 - 7. A balloon will do this if you stick a pin into it.
 - 8. Small children sometimes do this when they want something.



- Down
- 1. Your teeth do this when you are cold.
 - 3. Your teeth do this when you eat something hard.
 - 5. Cloth might do this when you pull hard on it.
 - 10. A kind of laugh that's between a chuckle and a snort.

Use six of the words in sentences of your own.

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7/Knights and Dragons

LEARNING TO BUILD SENTENCES

Using adverbs and adverb phrases

Read the following sentences.

- We walked in the rain.
- He left his books on the table.
- The doctor placed a pillow under the patient's head.

In the above sentences, what word do the underlined words tell more about?
Sometimes you need a group of words rather than just one word to give information about a verb. A group of words that does the work of an adverb is called an adverb phrase.

Underline the adverb phrases in the following sentences.

1. Our school band played in Saskatoon.
2. Three other bands played in the same competition.
3. The stage was decorated on the weekend.
4. Five hundred people listened with appreciation.
5. The audience applauded for two minutes.



Here are five adverb phrases. Use each adverb phrase in a sentence.

1. under a cactus
2. with all my might
3. for three days
4. at bedtime
5. in the garden

Think of an adverb phrase you could use with each of the five verbs below and then write a sentence for each.

1. sit
2. crashed
3. swam
4. played
5. fly

Study the picture below and then complete the chart. The first line has been filled in for you. After you have completed the chart, use the information to write a story about what happened in the picture.

who did it	what was done	how it was done
cat	jumped	suddenly
dog		
gardener		
pots		
goldfish		
cat		



Understanding the special language of chivalry

In England, as long ago as the 1500's, serving the king was the most important thing a person could do. Many of the king's men spent most of their time on horses. The French word for horseman was *chevalier*. From that word came the word chivalry. The time when people used to spend their lives serving their king is called the time of chivalry.

Those days of chivalry are over, but some of the special language used then is still with us. Here is a list of words that we use when we talk about kings, knights, lords, and ladies.

dragon	lady	brave	protect	rescue
noble	loyalty	armor	danger	undaunted
honor	true	sword	courage	vowed

Each of these words fits into a blank in the lines below. Use the letter clues to help you fill in the blanks. You may need to use some of the words more than once.

1. Thev... knight leapt on his horse.
2. His shiningr sparkled briefly in the moonlight.
3. Then a black cloud covered the moon and he felt for his ...w..... to give him c..... to go on.
4. He remembered the days when danger easily stopped him, but now he was u.....d.
5. There was no other knight moree andl in the land.
6. As his horse galloped through the darkness, this knight felt deepy to his king.
7. In spite of theg , this knight had v..... to carry out his mission for the king.
8. A beautifuld... was in greate .
9. This knight was on his way tos and p..... her.
10. Nothing would stop him, not even the most frightening ...r.....

Use five of the words from the list in five new sentences of your own. If necessary, use another sheet of paper.

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Proofreading

When you check the stories and paragraphs you write for correct punctuation and spelling, you are proofreading. Ask yourself:

- Is the first sentence indented?
- Are the words spelled correctly?
- Did I use capital letters where they are needed?
- Did I use correct punctuation?

Look at the following sentence to see how you can show corrections in your work.

A o a sp
~~A~~ dragon ^owuld have been ^aterrible ^{sp}creeture to see.

The marks showing corrections are called proofreading marks.

Now check the following paragraph and use the proofreading marks to show your corrections. The first sentence has been done for you.

^H~~H~~ave you ever been at the top of a tall ^ubilding? when you look out over the city from the window of a skyscraper. you see intareesting things that you cant see from the ground you can see what. Is hapening on the top of buildings sometimes you can see people sunning themself sometimes you can see repairmen sometimes you might discover a window washer looking in the window thirty stories up. the tops of some buildings have tracks for jogers some rrof tops are used for outdoor restarants? And then, there are the tops of some buildings that are used for nothing at all,

After you have corrected this paragraph, ask another person to check over your work. Then write the paragraph correctly on the lines below. If necessary, use another sheet of paper.

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Using comparative and superlative forms of adjectives

What words does an adjective give information about?

Read the following sentences.

- That house is bigger than that one.
- My cake is tastier than your cake.
- This dress is older than this jacket.

Underline the adjectives in the above sentences. What do you notice that is the same about each adjective?

When an adjective compares two things, the letters er are added to it. This kind of adjective is called a comparative adjective.

Underline the comparative forms of the adjectives in the following sentences.

1. Yesterday the kitchen was hotter than the living room.
2. The green car is newer than the blue one.
3. Janet is older than Richard.
4. The sun is brighter today than it was yesterday.
5. The second problem on the page is harder than the first one.
6. My old shoes are made of softer leather than my new ones.
7. My foot is warmer than it was without the bandage.

Look at the following sentences.

- You are the tallest student in the whole class.
- She was the cleverest student I ever taught.
- This is the highest mountain in the range.

Underline the adjectives in the above sentences.

What do you notice that is the same about each adjective? How many things are being compared? (Check your answer) two things more than two things.

When an adjective compares more than two things, the letters est are added to it. This kind of adjective is called a superlative adjective.

In the following sentences, underline the adjectives in the comparative form and draw a circle around the adjectives in the superlative form.

1. Our cat is the biggest one on the block.
2. That firecracker was the loudest one I ever heard.
3. John's dog is cleaner than Rolf's dog.
4. Your birthday cake was prettier than the one in the bakery window.
5. That was the darkest night I have ever seen.
6. Today I looked at the oldest book in the library.

Write a sentence for each of these three adjectives. Use the comparative form.

tall

ancient

green

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.....

.....

Write a sentence for each of these three adjectives. Use the superlative form.

warm

hard

bright

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Using metaphors

Read the following sentences.

- The plane was a magic carpet taking them to unexplored lands.
- The rain was a weapon which pounded the hikers mercilessly.

In the first sentence, look at the underlined words and find another word for plane. In the second sentence, what is another word for rain?

A metaphor is a group of words used to compare two different things that are alike in some special way. A metaphor often tells that one thing *is* another thing. For example:

- The oak tree’s branches are arms that reach the sky.
- The moon is an eye watching the night.
- The sun is a golden chariot that glides across the sky.

Complete the following ideas. The first one is done for you.

1. The grass is a carpet of soft green under our feet.
2. The thunder was
3. The kite is
4. The racing car is
5. A book is

Metaphors are used in writing poetry. For example:

Autumn leaves
Skipping and dancing
Across the grass
Their brightly-colored coats
Catching the sunlight
... Little children coming home
from school.

Think of your own metaphor or use one suggested above and write a poem. Remember that your poem should tell how the two things are similar.

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Learning to...

You have been learning about the following kinds of adjectives:

- adjectives in the comparative form
- adjectives in the superlative form
- adjective phrases

- single-word adjectives

The underlined word or words in the following paragraph are adjectives or adjective phrases. Write the adjectives or adjective phrases in the space following the above headings.

Yesterday I saw the biggest dragon in the universe in my bedroom closet. Fortunately he didn't see me before I slammed the heavy door in his scaly face. I felt sorry for him because he was sadder than the last dragon I saw. The other dragon was smaller and fatter and scalier. The large dragon with the sad eyes was almost lovable. I told myself that no huge dragon could possibly be friendly. Unusual creatures do exist, however. I suppose the biggest dragon could also turn out to be the nicest. The one difficult question I have is why the dragons in my closet reveal themselves only when the moon is full. I have never risked telling even my best friend about the dragons in my closet. He'd think this is all a crazy notion inside my head.

Perhaps the person who wrote the above paragraph was really describing the family vacuum cleaner.

Write a paragraph of your own in which you describe a common family possession as something out-of-the ordinary. Use the comparative and superlative forms of adjectives in your description. If necessary, use another sheet of paper.

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8/Stop, I Can't Bear It!

LEARNING TO BUILD SENTENCES

Using POSSESSIVES

Look at the following pairs of sentences.

- The collar of the dog was broken.
The dog's collar was broken.
- The arm belonging to the man was strong.
The man's arm was strong.

In the first pair of sentences, what word do the underlined words tell about?

In the second pair of sentences, what word do the underlined words tell about?

The phrase *of the dog* shows that the collar belongs to the dog. What word in the second sentence in

the pair gives the same information?

The words *belonging to the man* shows that the arm belongs to the man. What word in the second

sentence in the pair gives the same information?

A noun in this form is called a *possessive* noun. A possessive noun shows ownership. A noun is usually made possessive by adding an apostrophe and s.

Underline the possessive nouns in the following sentences.

1. This dog's puppies were born last night.
2. The monkey's cage seems to be too small.
3. When did the paper boy's route change?
4. The library's new rule started on Monday.
5. Paul's car needs a new coat of paint.

Write the correct possessive form for each owner and possession below.

Possession	Owner	Possessive form
ring	Susan
broom	witch
horse	rider
den	wolf
helmet	hockey player

Use the above possessive forms to make sentences.

- 1.
- 2.
- 3.
- 4.
- 5.

The paragraph below includes the long way of showing possession. Read it softly to yourself. Then, rewrite the paragraph and change each expression that shows possession to the possessive form that sounds more natural.

I have never met a bear face to face. I'm not sure that I would want to get very close to the face of a bear. It's not so much the face of a bear that bothers me, as the teeth of a bear. Why do Teddy bears seem so cuddly when bears in the wild seem frightening? Is it the manner of the wild bear? Is it knowing about the claws and teeth of the bear? My father has a book about bears. The book belonging to my father has stories that make me think a bear would be a nice pet. The experiences of my father when he worked at the zoo made me realize that I wouldn't want to live with a bear.

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Writing limericks

A limerick is a nonsense poem with five lines. Lines 1, 2, and 5 rhyme, and each has three strong beats. Lines 3 and 4 rhyme and each has two strong beats.

For example: There once was a funny old bear
 Who wanted to make people stare.
 He could do magic tricks;
 He just did them for kicks
 As a bear, he was certainly rare.

Say the rhyme softly to yourself and put a mark through the parts of words which have strong beats.

Write the last lines for the following limericks.

A grizzly who lived in the zoo
Said, “I’m not at all certain who
Is bringing my lunch
But I do have a hunch

.....

A polar bear, white as the snow,
Said thoughtfully one day, “You know,
When I look at my dish
Which contains only fish,

.....

Write two limericks on a topic of your choice, or use two of the ideas below.

- There once was a dog at my house
- There once was a boy from B.C.
- There once was a snowstorm in Bath
- There once was a car built in France

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Writing paragraphs from outlines

When you write, you need to plan what you are going to say. Making an outline is a part of planning your writing. When you prepare an outline, you organize your thoughts. Begin your outline by writing your topic sentence. Then write your supporting ideas, which can be in the form of groups of words or complete sentences. For example, a paragraph outline about bear stories might look like this.
Topic sentence: Many fictional stories about bears are funny and interesting.

- Supporting ideas:
- popular fictional bears
 - kinds of stories about them
 - what is funny about them
 - my favorites

Choose one of these topics, prepare an outline, and write a paragraph below. Use another sheet of paper.

1. The weather in the past week
2. Life on the imaginary planet, Gliff
3. Caring for a pet turtle
4. My idea of a perfect vacation
5. My hobby

Topic sentence:

Supporting ideas:

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Paragraph

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Remember to proofread your writing.

Writing cause-and-effect paragraphs

Read the following sentences.

Because I arrived late, I missed the play.
Since you were not home today, we decided to visit you another time.

What do the underlined words tell you about the rest of the sentence?
A sentence that tells you *what* happened and *why* it happened is a cause-and-effect sentence.

A cause-and-effect paragraph also tells about the results of something that happened and the reason why it happened.

Read the following paragraph. Write the topic sentence on the line below, telling the result of what happened. Then list the supporting sentences that give the reasons for what the topic sentence tells.

After my brother and I started to build our igloo-style snow house, we realized we didn't have solid ice blocks, so we substituted blocks of firm snow. We had forgotten the correct pattern for building the layers one on top of the other, so we guessed at how to do it. The sun came out and the weather was quite warm the day we built it. The igloo began to slump. The next day we worked on it, but it was too mushy. Our igloo collapsed.

Topic sentence:

Supporting sentences

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Choose one of the following topics and use it to write a cause-and-effect paragraph. Use another sheet of paper.

- Eating Nutritious Food
- Wearing Warm Clothes in Winter
- Caring for a Plant

Using hyphenated adjectives

A hyphenated adjective is used to give information about a noun in a shorter form. For example, compare the following groups of words. Read them softly to yourself to see how they sound.

The monkey with the wrinkly face
The wrinkly-faced monkey

The baby with the chubby cheeks
The chubby-cheeked baby

Write some hyphenated adjectives to describe the following. The first one has been done for you.

An old man with a whiskery face
A whiskery-faced old man
.....

The rooster with a red head
.....

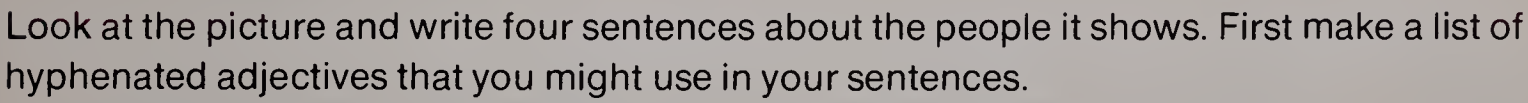
The squirrel with a bushy tail
.....

The warbler with a sweet voice
.....

The jack-o'lantern with a grinning face
.....

The room filled with ghosts
.....



91

Using compound subjects and compound predicates

Look at the following sentences.

Maureen worked on the report.
Stefan worked on the report.
Maureen and Stefan worked on the report.
Which parts of the first two sentences were combined to make the third sentence?

.....

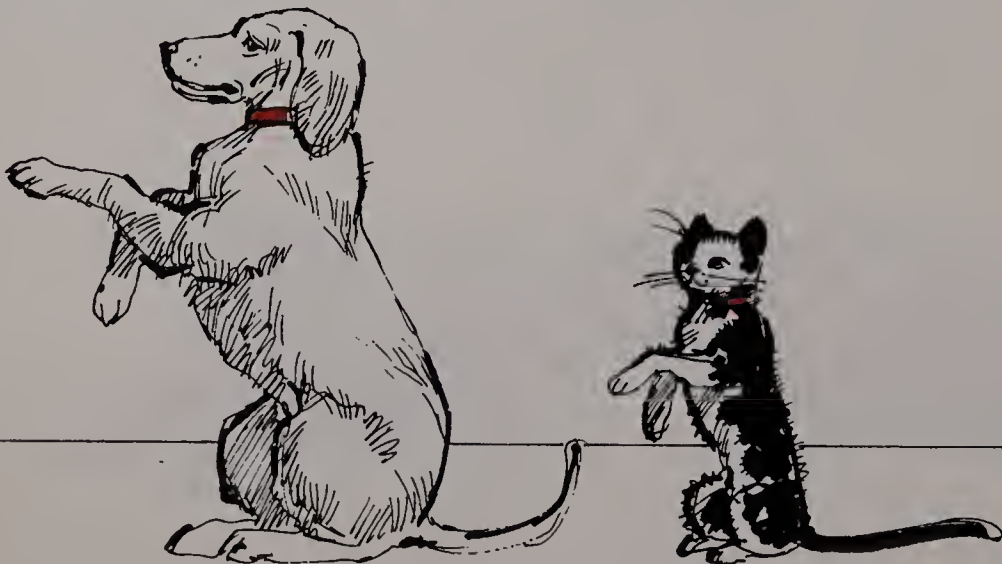
Judy corrected the report.
Judy typed the report.
Judy corrected and typed the report.
Which parts of the first two sentences were combined to make the third sentence?

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You can combine two sentences into one sentence by using the word *and* to join two subjects or two predicates. When two predicates are joined by *and*, the result is a *compound predicate (CP)*. When two subjects are joined by *and*, the result is a *compound subject (CS)*.

Write *CS* in front of each sentence having a compound subject and *CP* in front of each sentence having a compound predicate.

- 1. Jack and Jill went up the hill.
- 2. My canary warbles and sings every morning.
- 3. Mother cooked dinner and baked bread last night.
- 4. The rabbits and foxes left fresh tracks in the snow in the woods.
- 5. My dog and my cat can sit on their hind legs to shake hands.



Combine each of the following pairs of sentences into one sentence by using a compound subject or a compound predicate.

John went to the post office.
Andy went to the post office.

.....

On the way home they slipped on the ice.
On the way home they fell on the ice.

.....

John found a sick bird on the sidewalk.
Andy found a sick bird on the sidewalk.

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The bird shook from the cold.
The bird shivered from the cold.

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The boys picked up the bird.
The boys carried the bird home.

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Learning to...

Read the following short story about a bear called Jackson.

Jackson was a baby grizzly bear who lived with his mummy at the edge of a forest. One day, Jackson felt very sleepy. All he wanted to do was shut his eyes. His mother smiled, covered him up and kissed him as his eyelids drooped.

“Have a good sleep,” she whispered.

When Jackson woke up again, it was half past winter. He felt hungry, so he got up to look for food. He peeked through the window. Imagine his surprise when he found that the world had turned white while he slept. Wonderingly, he crept outside. Not only was the world white, it was also cold! Jackson shuffled through the whiteness until he came to the place where his favorite stream ran. What a shock he had! The stream ran no longer. It was now smooth and shiny and still. Jackson wanted a drink. He put his mouth down to the stream, but the stream was solid. Worse than that, his warm nose stuck to the cold ice. What could Jackson do? He crouched beside the brook, feeling silly and scared at the same time. Tears began to trickle down his nose, freezing it more solidly into the ice.

At last, a woodpecker noticed that he was in trouble. It told another woodpecker. The two of them flew down and pecked at the ice until Jackson was free. Jackson sat up and rubbed his smarting nose.

“Now go home and sleep till spring comes and the stream runs free again,” chattered the woodpeckers. Jackson shuffled back through his tracks in the snow and curled up under his blanket again. When his mother woke him up at last, winter was over, the stream babbled and gurgled and sparkled again, and even Jackson’s nose had thawed out.

The story above would be suitable for telling to a child of four. Imagine you are going to tell it to someone of your own age. What would you change? Would you use more complicated language? Would you join some of the short sentences and make them into longer ones? On the lines below, write the story in point form, then rewrite the story in your own words as you would tell it to a person of your own age. Use another sheet of paper.

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Tell the story of Jackson to a friend.

9/Zeus is Hurling His Thunderbolt

LEARNING TO CREATE STORIES

Writing myths

A myth is a story that explains an event in nature, in a kind of fantasy form. The following story comes from an Eskimo myth, but the ending is missing. Using what you know about myths, write a conclusion to this story. Remember that the story explains something in nature. You can compare your ending with the original ending at the bottom of the page.

Many years ago there was only one fire in the great northland. This fire was very precious and an old man and his son took turns caring for it. They knew if it went out they would freeze to death, so they kept it burning day and night.

The man and boy had one enemy – the great white bear. He wanted the fire to die out so he would have the northland to himself.

One day the old man became sick, and the boy had to look after the fire alone. The boy was tired and could not stay awake. The great white bear was watching. He waited till the boy was fast asleep and then he stamped on the fire with his great wet paws. Then he went off to his den, chuckling to himself.

A little gray robin also saw what was happening

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Write a title for your story. On the lines below write what the myth explains.

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She found one tiny spark and fanned it with her wing. She patiently fanned it until the spark grew into a bright blaze. As she fanned, the fire scorched her breast. When the boy awoke in the morning, he found the fire burning brightly, and beside the fire sat the tired little robin. Ever since that day the robin has a red breast.

LEARNING TO COMBINE SENTENCES

Using connectives at the beginning or in the middle of sentences

Look at the following sentences.

- Hypnos woke up.
- Iris rushed into his cave.

You can combine the above two sentences into one sentence in different ways.

- For example:
- a) Hypnos woke up *when* Iris rushed into his cave.
 - b) Hypnos woke up *because* Iris rushed into his cave.
 - c) Hypnos woke up *while* Iris rushed into his cave.

Each of the connecting words used in the combined sentences gives the sentence a slightly different meaning.

Which one tells you that Iris' rushing into the cave was the reason that Hypnos woke up?

Which one tells you that Hypnos woke up *at the moment that* Iris rushed into his cave?

Which one tells you that Hypnos woke up *during the time that* Iris rushed into his cave?

Use the following list of connecting words to combine each of the pairs of sentences below into one sentence. Write your connecting word on the line beside the sentence.

- | | | | | | |
|---|---|--------|----|---------|----|
| when | while | before | if | because | as |
| 1. Wait for me.
I clean up my room. | 4. Ask your grandmother to come for a visit
you write to her. | | | | |
| 2. I didn't buy the shoes
I didn't like them. | 5. We became more eager for our holidays
the time for them drew nearer. | | | | |
| 3. Fasten your seatbelt
the car begins to move. | 6. I will invite you to the party
you'd like to come. | | | | |

Use five of the above connecting words to write five sentences of your own.

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You can combine two short sentences into a longer sentence by using a connecting word at the beginning or in the middle of the new sentence. The various connecting words that can be used in a sentence give it slightly different meanings.

Read the following sentences, and notice the slight differences in meanings. Circle the connectives.

- Joel and Edith made Hallowe'en treats. The children ate them all.
- After Joel and Edith made Hallowe'en treats, the children ate them all.
- When Joel and Edith made Hallowe'en treats, the children ate them all.
- While Joel and Edith made Hallowe'en treats, the children ate them all.

Join the following sets of sentences to make three new sentences. Use a different connecting word for each new sentence you write and place it at the beginning or in the middle of your sentence.

1. My father fixed my bicycle. The fender fell off.

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2. We had to go to the Cycle Shop. They sell the right kind of fenders.

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3. My uncle went to Greece. He took a lot of photographs.

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4. I would like to go to Greece. It would be exciting.

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Read the following sentences.

- a) Hypnos woke up when Iris rushed into his cave.
- b) When Hypnos woke up, Iris rushed into his cave.
- c) Hypnos woke up because Iris rushed into his cave.
- d) Because Hypnos woke up, Iris rushed into his cave.
- e) Hypnos woke up while Iris rushed into his cave.
- f) While Hypnos woke up, Iris rushed into his cave.



- Which sentence tells you that Iris' rushing into his cave was the cause of Hypnos' waking up?
- Which sentence tells you that Iris' reason for rushing into the cave was that Hypnos woke up?
- Which sentence tells you that Iris rushed into the cave while Hypnos was waking up?
- Which sentence tells you that Hypnos woke up during the time that Iris was rushing into his cave?
- Which sentence tells you that Iris rushed into Hypnos' cave at the moment that he woke up?
- Which sentence tells you that Hypnos woke up at the moment that Iris rushed into his cave?
- When you change the position of the connecting word, you often change the meaning of the sentence.

Use the connecting words to write five sentences that tell . . .

1. that we pack our clothes first
We leave for vacation. We have to pack our clothes.
2. that my reason for seeing the play is that it is well written
I am going to see that play. It is very well written.
3. that the work on the report and the researching will be done at the same time.
They are working on the report outline. We begin the research.
4. that we take them for dinner at the moment that they arrive.
They arrive. We can take them out for dinner.
5. that along with learning about myths, we learn about the people who gave them to us.
We learn more about myths. We learn more about the people who gave them to us.



Learning to...

Read the following story. Rewrite the sentences you think could be written in a way that makes them more interesting to read and avoids using the same words over again. Use connective words, compound subjects, and compound predicates to rewrite the story. Look at the questions in the margins. They will give you clues about the connective words you might use to combine sentences.



Once upon a time there was a hobgoblin. He lived far away in the mountains. He roamed far away in the mountains. The hobgoblin was shaped somewhat like a man. He was very large. He was hairy. He had one eye in the middle of his forehead.

- Why? The people were afraid of the hobgoblin. They heard he killed everybody. They heard he ate everybody.
- When? One day a hunter came near the cave of the creature. The hunter was looking for game. He saw an eye glaring at him through the undergrowth of the forest. The hunter became frightened. The hunter shot an arrow. He hit the hobgoblin's eye. The hobgoblin fell over dead.
- Why? The hunter wanted to make sure this creature would not come to life again. He built a high bonfire over its body. He picked up the ashes. He scattered the ashes. The ashes hit the air. They became mosquitoes, gnats, and flies. And that is why to this day we have mosquitoes, gnats, and flies.

adapted from a Japanese myth

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Read the story again up to the point when the hobgoblin fell over dead. Think of another ending for the story and write it on the lines below. Remember, a myth should explain something in nature. Use another sheet of paper.

10/If You Don't Watch Out...

LEARNING TO BUILD VOCABULARY

Understanding terms for special subject areas

Many of our names for special subject areas come from Greek and Latin names. Once you understand the meaning of some root words and word endings, you can work out the meaning of many words that are different combinations of those roots and endings. Look at the definitions below. Then try to work out the meanings of the words. Check your dictionary to see if you are right.

- *graphy* comes from the Greek word *graphia* meaning something drawn or written.
- *ology* means a branch of learning, the study of something.
- *nomy* comes from the Greek word *nomia* meaning law. Combined with another word part, it means the organized knowledge of something.
- *meter* comes from the Greek word *metron* which means to measure.

If *photography* means to produce a picture by means of light, what does photometer mean?

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If *biography* means the written history of life, what does *biology* mean?

.....

If *geography* means knowledge about the earth, what does *geology* mean?

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What is *oceanography*?

.....



Is there a difference between *astronomy* and *astrology*?

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If *paleo* means ancient, what is *paleography*?

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What is *paleontology*?

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If *thermo* means heat, what is a *thermometer*?

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Use five of the words you have defined in sentences of your own.

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Writing paragraphs that state opinions

When you hear about something that seems hard to believe, you are likely to listen to the various details and then form your own opinion. Suppose your neighbor told you that he saw a UFO in his back yard. Would you believe him? Would you ask him to prove that he saw it?

Imagine that your neighbor reported the following account.

“At 10 o'clock last night I looked out our kitchen window. At the far end of the back yard I saw a bright light, and I heard a high whistle. I was sure it was a UFO, so I ran to the den to get my camera. When I ran outside, the object had disappeared. The next morning I could find only one clue. There was a small hole in the ground. The object couldn't have been anything except a UFO. I'm positive.”

Would you believe this story? Why? What might you do to check if it's true? List below your reasons for your opinion about the incident. Then write a paragraph stating your opinion. Your opening sentence should tell what your opinion is. The supporting sentences tell why you feel as you do. How can you write them so that they will convince your readers that your opinion is the truth?

Before writing your paragraph, read the words listed below and check those you might use in stating an opinion rather than a fact. If necessary, use another sheet of paper.

- | | | | |
|------------|------------|-----------|---------------|
| probably | possibly | perhaps | decidedly |
| definitely | positively | certainly | unmistakeably |
| absolutely | maybe | could be | might |

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Now, read your paragraph to a classmate. Read it in as convincing a way as you can. Is your classmate persuaded that your opinion is correct? Why or why not? Use another sheet of paper.

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Preparing information brochures, posters, and magazine advertisements

Suppose your class was having an exhibition of your science and art projects completed during the year. You would have to think of ways of telling people about the exhibit. You would have to decide whom to invite and how to write the invitations.

With the following information, design a poster announcing the event.

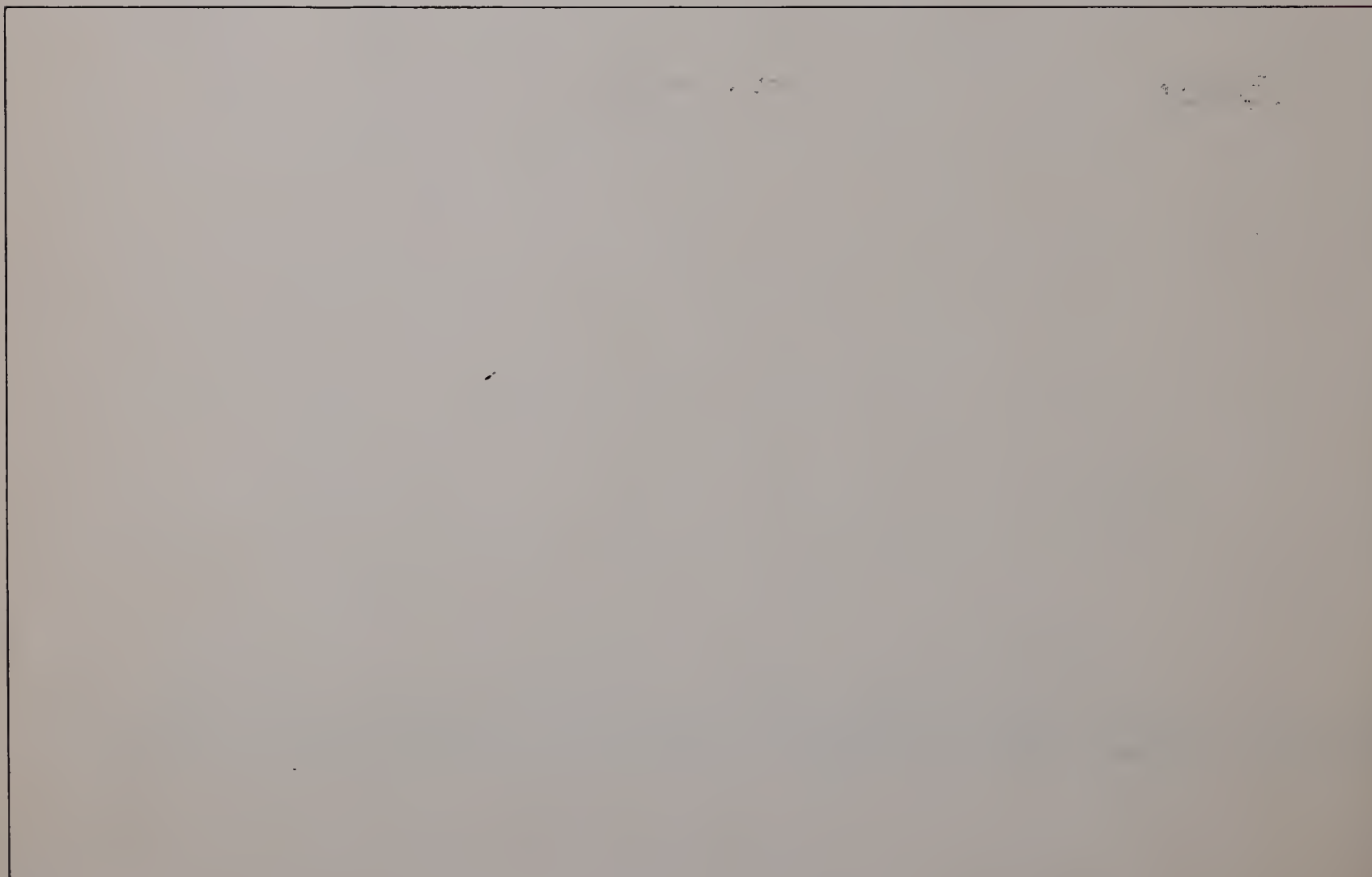
People to invite: Parents
 Relatives, friends
 School principal
 Grades 1-6

Time: 7 p.m., March 3, 1981

Place: (your school)
 (your room)

Prepare the poster on a small scale. Keep in mind the following:

- the final size of the poster
- ways to get people's attention
- ways to make people interested in your exhibit



Using a variety of expressive verbs

Think of an animal or thing that might move in each of the following ways. Write the name of the animal or thing on the line beside the verb.

1. lunge

2. prance

3. scurry

4. soar

5. flit

6. wriggle

7. dash

8. droop



Write a sentence for each.

1.

2.

3.

4.

5.

6.

7.

8.

Learning to...

Did you ever dream about a monster? Were you scared of it? What did you think the monster might do? What did it actually do?

If you've never dreamed about a monster, what is the most terrible monster you can imagine? Draw your dream or imaginary monster in the space below.

11/Every Time I Climb a Tree

LEARNING TO BUILD SENTENCES

Using descriptive words and phrases

Read each pair of sentences below. Underline the words that tell what happened in the more interesting way.

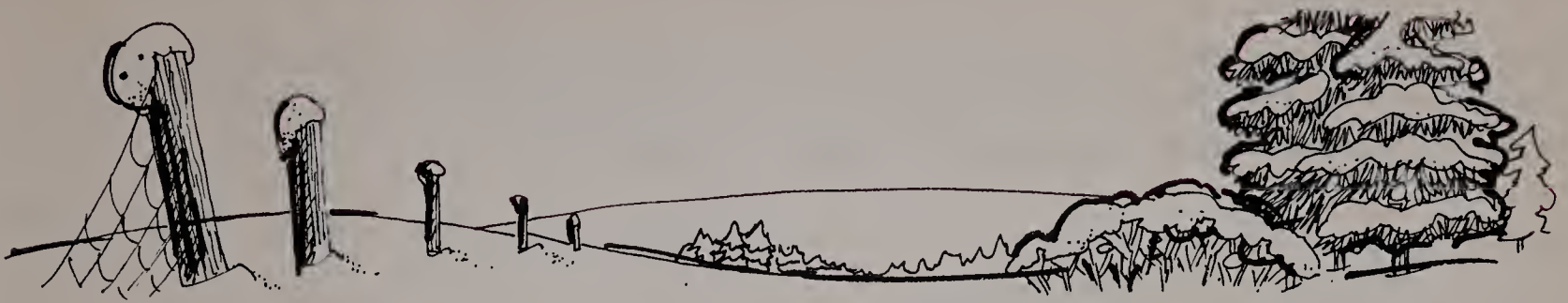
- 1. The cat pounced on the mouse like a giant tiger.
The cat got the mouse.
- 2. The wind blew.
The icy wind howled around the corner of the house.

Read the following list of suggestions for making interesting sentences. Then use these suggestions and rewrite the six sentences below.

- Use expressive verbs.
- Use hyphenated adjectives.
- Use adjective phrases.
- Use metaphors or onomatopoeia.

- 1. The seaside was nice.
.....
- 2. The fire engine came.
.....
- 3. An earthworm is in the grass.
.....
- 4. The turkey made a noise.
.....
- 5. Lightning hit the tree.
.....
- 6. The eagle flew over us.
.....

For each of the pictures below, write two different descriptive sentences. The first one is done for you.



The fluffy snow blanketed the bare trees.

The trees and bushes huddled beneath their white blanket.



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Understanding multiple meanings of words

Some words in the English language have more than one meaning. We need a whole sentence in order to tell what meaning is intended. For example, the word *cut* has more than one meaning. You couldn't define it for someone unless you heard it in a sentence:

I cut my finger.

I was cut from the team at the last minute.

I cut out a shirt pattern last night.

You really cut me when you said that.

If your mother says to you, "Please get me my glasses," what would you give her? Draw a cartoon about the misunderstanding that could happen and write a caption for your cartoon.

Each of the following words has more than one meaning. Write two sentences for each word, showing its different meanings.

fall

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wrench

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see

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spring

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Embedding adjectives and adjective phrases

Two sentences can often be combined by taking the adjective from one sentence and putting it in a suitable place in the other sentence.

I like my new jacket.
It is blue.

Combined sentence: I like my new blue jacket.

Look at the following pairs of sentences. Combine each pair into one sentence by taking the adjective from one and putting it in a suitable place in the other sentence.

1. The trees gave us shade.
They were leafy.

.....

2. The puppy jumped all over us.
It was frisky.

.....

3. We didn't want to eat in the restaurant.
It was noisy.

.....

4. She couldn't wait to finish the story.
It was exciting.

.....

5. The boy ate his ice cream cone quickly.
It was melting.

.....

6. The team ate all of the sandwiches.
The sandwiches were delicious.

.....

Read the following sentences.

The boy is reading.
The boy has black hair.
The boy with black hair is reading.

In the third sentence, what words tell more about the boy?

You can combine two sentences by turning an adjective from one sentence into an adjective phrase and putting it in a suitable place in the other sentence.
Look at the following pairs of sentences. Combine each pair into one sentence by making the adjective from the second sentence into an adjective phrase and putting it into the first sentence.

1. The woman sang a song.
She wore a red dress.
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2. The man danced a hornpipe.
He wore a sailor hat.
.....

3. The car stopped at the corner.
It had a careful driver.
.....

4. We bought a house.
It had a swimming pool.
.....

5. You should water the plant.
It has many white flowers.
.....

6. The boy made the cake.
He is wearing a chef's hat.
.....

Read the following paragraph softly to yourself. Underline each sentence that could be combined with another. Then combine the sentences so that you improve the way the paragraph sounds. Write the paragraph on the lines below.

My father bought a new car. It is blue. My father took me for a ride. We had a long ride. We went through High Park. We went on some streets where I had never been. The streets had nice houses. The car drove quietly through the streets. I wondered whether anyone could even hear us passing. Sometime my father will take me for a ride in the country. I want to go for a fast ride. We couldn't go fast on the city streets.

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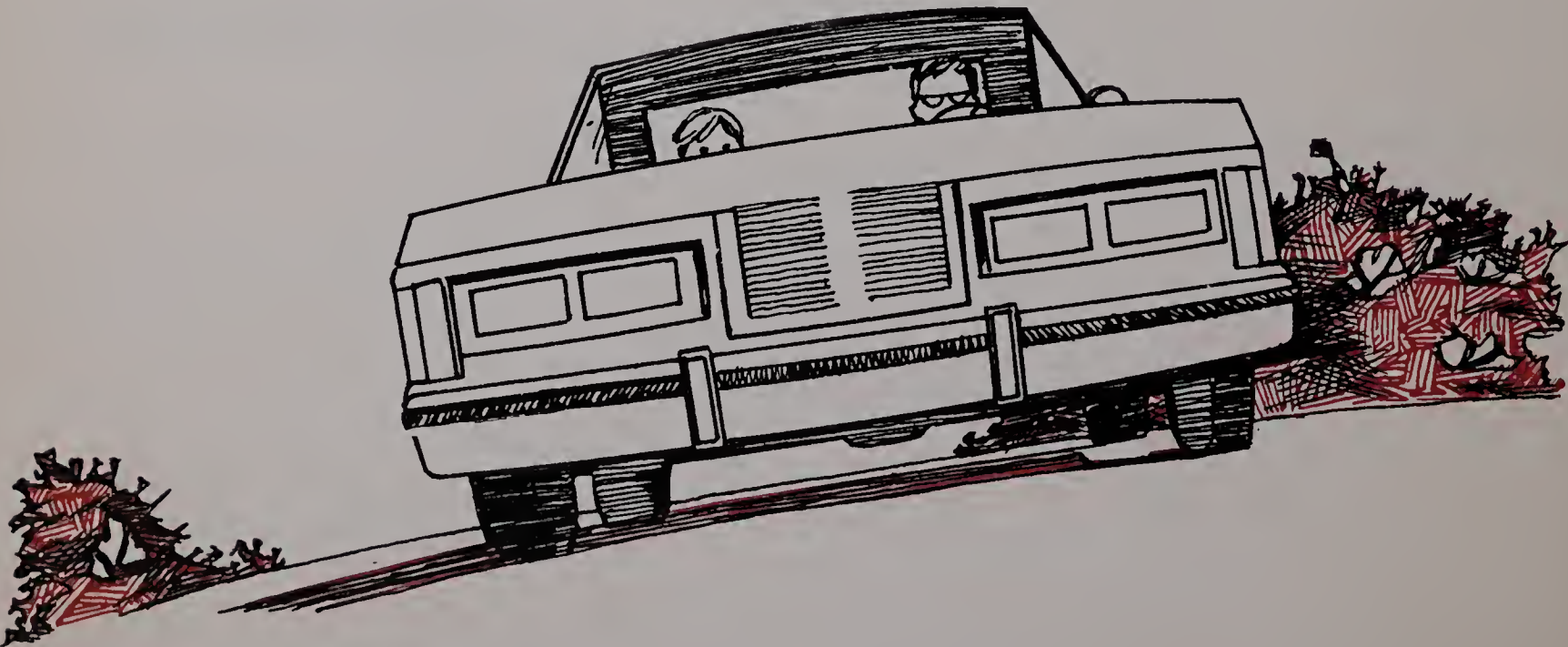
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Writing haiku poems

Haiku is a simple three-line Japanese poem that expresses a feeling. The original Japanese haiku describes something in nature. For example:

Thunder rumbles low,
Crashing, pounding through the sky,
Shaking all my bones.

Haiku always follows a certain pattern:

- The first line introduces the topic
- The second and third lines tell more about the topic
- The first and third lines each have five syllables
- The second line has seven syllables

Write a haiku poem about spring and one about fall. You might like to begin by listing descriptive words about spring and fall to use in writing your poems.

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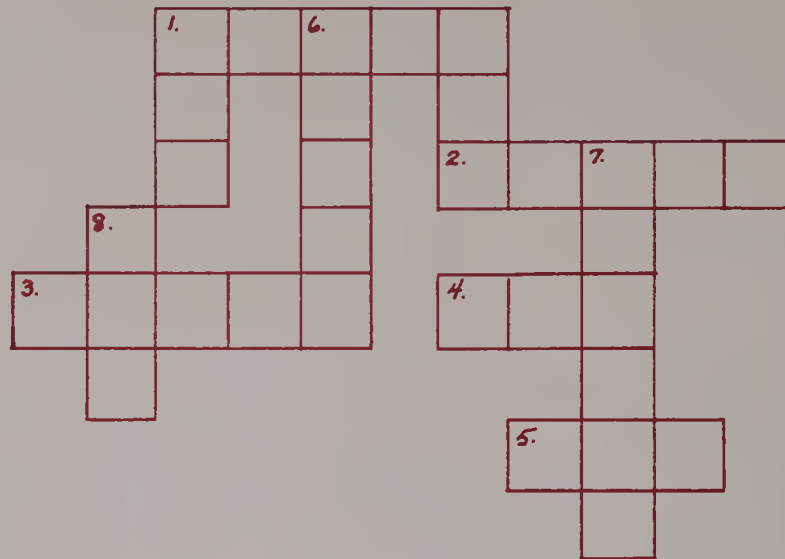
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Learning to...

Complete the following crossword puzzle about tree names by solving the clues given below it.



Across

1. A crunchy fruit.
2. Makes you think of pancakes.
3. Rhymes with search.
4. All trees contain this liquid.
5. Rhymes with joke.

Down

1. What is left after something is burned.
6. A juicy fruit.
7. Similar to a word that describes someone who is well-liked.
8. Decorated at Christmas

Choose one of the trees in the puzzle. Use your work in this chapter or an encyclopedia to find the characteristics of the tree you have chosen.

Write a haiku or free-verse poem about your tree.

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12/Tell Us a Story

LEARNING TO BUILD SENTENCES

Using more and most with adjectives in comparisons

Look at the following sentences.

- Gary's shoes are clean.
- John's shoes are cleaner than Gary's shoes.
- Linda's book is more exciting than Marie's book.

In the first sentence, what word tells about Gary's shoes?

In the third sentence, what words tell about Linda's book?

The word *more* is used before some adjectives that have two syllables and all adjectives of more than two syllables to compare two things.

Read the following sentences softly to yourself, using the form in which you add er to each underlined adjective. Is the adjective easier or harder to say? How does it sound?

- I found that incident more embarrassing than the other one.
- He was a more understanding person than his friend.
- That baby seems more contented than the other one.

Fill in the blanks in the following sentences by adding er to the adjective given at the end of the sentence, or by using *more*. Say the sentences softly to yourself to see which form sounds better.

1. That band is than that one. (loud)
2. Tonight's lecture was than the one she gave last week. (impressive)
3. I was by the account I read in the newspaper than by your story. (fascinated)
4. I think these chairs will be than the ones you saw. (sturdy)
5. That was a action than I expect from you. (selfish)

In the following sentences check how many things are being compared:

- I have baked at least eight kinds of bread and this is the most nutritious of all.
- This is the most curious cat of all the cats I've ever met.

..... two things?

..... more than two things?

1. That is the lemon I've ever tasted. (bitter)
2. They were the students in the school. (brilliant)
3. I will carry the of all your parcels for you. (heavy)
4. The team was the he had ever coached. (enthusiastic)
5. The water was the shade of blue they had ever seen. (lovely)

1. This book is interesting than the other one.
2. Last night I dreamed about the gorgeous princess in the world.
3. The bear in Killbear Park was the ferocious one that has been seen near Parry Sound.
4. Today was the blustery day of the month.
5. I think blueberry ice cream is delicious than chocolate.

enormous careful stubborn

effective unfriendly energetic

Embedding adverbs and adverb phrases

You can combine two sentences by putting an adverb from one sentence in a suitable place in the other sentence. Read the following sentences.

John ran.
He ran quickly.
Combined sentence: John ran quickly.

Look at the following pairs of sentences. Combine each pair into one sentence by taking the adverb from one and putting it in a suitable place in the other sentence.

1. The class laughed.
They laughed loudly.
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2. The puppy jumped all over us.
It jumped friskily.
.....

3. The girls marched down the hall.
They marched gleefully.
.....

4. The cat's eyes were closed.
They were closed tightly.
.....

5. The ice cream cone was melting.
It was melting stickily.
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Read the following sentences.

The girl ran.

She ran over the sand.

The girl ran over the sand.



In the third sentence, what words tell where the girl ran?

You can combine two sentences by putting an adverb phrase from one sentence into a suitable place in the other sentence.

Look at the following pairs of sentences. Combine each pair into one sentence by putting the adverb phrase from the second sentence into the first sentence.

1. We kept our opinions.

We kept them to ourselves.

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2. The man danced a hornpipe.

He danced with great glee.

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3. The car stopped at the curb.

It stopped with a squeal of brakes.

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4. She left her books.

She left them inside her locker.

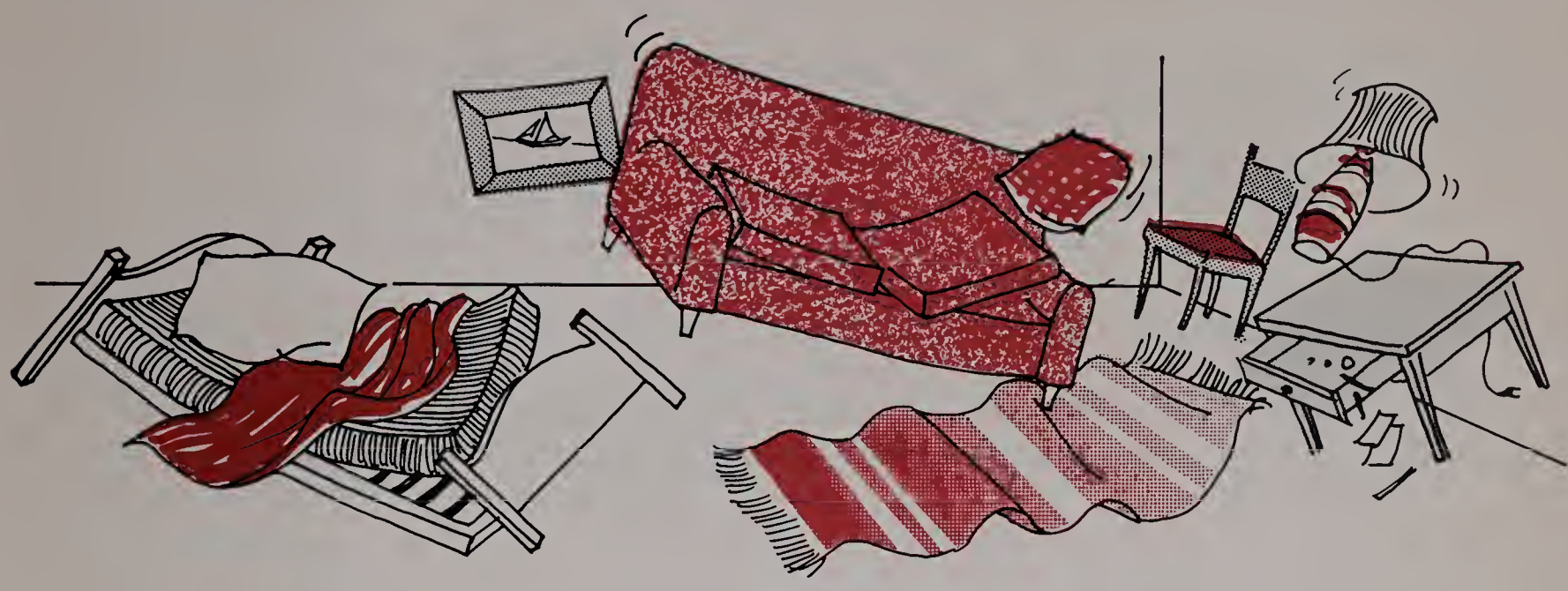
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5. We expected the sun to shine.

We expected it to shine in the morning.

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The following nonsense paragraph can be written in a way which is more interesting and sounds better. Read the paragraph softly to yourself. Underline the sentences that can be changed into adverb phrases. Then rewrite the paragraph on the lines below. If necessary, use another sheet of paper.



One day the furniture came alive. The chair began to move. It began to move toward the door. The table scooted across the floor. It scooted into the wall. Then the couch jumped up. It jumped around in circles. By then the bed woke up. It woke up with a start and then collapsed. I thought I must be dreaming. What was happening did not make any sense. I screamed. I screamed as loudly as I could. Sure enough! It was a dream.

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Remember: combining sentences wherever possible makes all of your written work more interesting and informative for your readers.

For example: Totem pole

Tall and straight.

Your brightly colored carvings

Watch over us

Always

Think of one of your favorite experiences, and write a poem about it. It could be a trip, a special birthday, a special time with a friend, or any other experience that is important to you.

Using personification

Personification is a technique used in stories or poems to make them more interesting. You can write about a non-human object as though it were human by using this technique. For example:

The newspaper waved a wild greeting from its breezy spot on the porch.
The lamplight smiled kindly on the old man.

Think about one of your possessions or something around your house: a baseball glove, bicycle, stuffed animal you had when you were a baby, your dining room table, the front door; or think about something you enjoy outdoors: a rose bush in bloom, tulips, a waterfall, a snowflake, a star. Write a sentence about any five of these items, using personification. For example: The dining room table groaned wearily under the Christmas dinner.

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Use one of your sentences as part of a free-verse poem. Think of colorful words to use in your poem, and write about your object as though it were alive and could speak.

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Using commas to separate sentence parts

Underline the connecting words in the following sentences. What do you notice about the punctuation in each sentence?

- 1. I ran around the block, and I saw a black cat on the neighbor's roof.
- 2. I wanted to get home in time for supper, so I ran all the way from my friend's house.
- 3. Last night I had a scary dream, but by this morning I couldn't remember it.
- 4. I bought some fruit at the market, and I got meat from the butcher.
- 5. We might go to the baseball game, or we could see a play.
- 6. You thought you heard someone speaking, and I know I heard a scampering noise.
- 7. You can buy that blue outfit, or the green one would be equally suitable.
- 8. He wanted to finish the book, so he read all evening.

Write four sentences in which you use each of the connecting words *and*, *but*, *or*, and *so*.

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Underline the connecting words in the following sentences. What do you notice about the punctuation in each sentence?

- 1. After I went to the basement, I heard a loud crash upstairs.
- 2. While I was running up the stairs, the telephone was ringing.
- 3. When you called me, I was eating dinner.
- 4. Before you go on your trip, I'd like you to come and visit me.
- 5. As he reached the stop, the bus pulled away.

A comma is used to separate parts of a sentence when the connecting word is at the beginning of the sentence. Write five sentences using one of the following connecting words to begin each sentence:

when, as, because, after, while, before

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Read the following paragraph. Decide which sentences should have commas and add them.
Read the sentences softly to yourself to help you decide which ones need commas.

Ronald had a lot of dreams. Although he dreamed every night he didn't remember all his dreams by morning. After a scary dream he felt terrible when he woke up. Even if he couldn't remember what the dream was he still felt awful. One day he remembered his dream and it turned out to be his favorite. He dreamed he was in a bicycle race. He was wearing his red cycling outfit. When he started in the race he suddenly had very strong legs. He pedaled so fast that none of the other contestants could keep up with him. He cycled for five kilometres and that was the half-way mark. He was not tired so he began pedaling faster. He pedaled so fast that it seemed he was flying. When he reached the finish line all the other contestants were still two kilometres or more behind him. As the crowds were cheering him Ronald woke up.



LEARNING TO BUILD SENTENCES

Using a variety of sentence patterns

Look at the following sentences.

The dog bounded happily around the garden, barking noisily.
Barking noisily, the dog bounded around the garden happily.

You can rearrange the information in your sentences to make them varied and interesting. Clauses, phrases, adjectives, and adverbs can be moved around to form different sentence patterns.

Read the following paragraph. Why is the writing boring?

Our family had a reunion. My cousins from Vancouver came. My uncle from Ottawa came. Everyone brought food for a picnic. My cousins brought sandwiches. My aunt brought potato salad. My mother brought cold chicken. My other aunt brought fresh tomatoes from her garden. Uncle Josh brought ice cream sandwiches and drinks. I liked the family reunion. Picnics are fun.

Rewrite the paragraph about the picnic. Make the writing more interesting in the following ways:

- use a variety of sentence patterns
- use colorful descriptive words.

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Proofread your new paragraph, and then ask another person in your class to check your work.

Presenting stories orally

List below three ways you have learned to make a story you write interesting.

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Write a story from your own ideas or add details and conversation to the skeleton of the story given below.

A sly fox was carrying a string of stolen fish. A bear asked where he got them, and the fox told him he had caught the fish by sticking his tail through a hole in the ice on a frozen river. The bear did as he was told, and his tail became frozen in the ice. He finally tried to pull it out and it snapped off. That is why the bear has a stumpy tail.

Now, read your story softly to yourself. Could you tell it to someone without reading it? Does it sound natural? What changes should you make in order for your story to be suitable for oral presentation? Read your story several times until you feel comfortable with it. Tell it to a classmate. What is your classmate's reaction to the story? Make any improvements you can, based on his or her comments. When you go home, tell your story to a family member or to a friend.

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When you were a young child, you liked to hear stories that were somewhat different from the stories you like now. List the differences on the lines below.

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Rewrite the story you wrote on the previous page so that you could tell it to a young child. Ask another person to proofread it when you have finished, and rewrite it if there are corrections to make. When you go home, tell your story to a younger child. Make a note of his or her reaction to your story and make changes that you think would improve it.

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Learning to...

Below is the outline of a story about a clever young dog who outwits a crow. Some of the events in this outline do not belong in the story. Read the outline carefully and cross out the unnecessary events. (Hint: there are three.) The events are also out of order. Number the events in the correct order. The first five events are numbered for you.



- ...²... The butcher threw out a scrap of meat and the old dog quickly snatched it before the young dog could get it.
- ...¹... One day a young dog and an old dog went to the marketplace and sat down outside a butcher's shop.
- You can buy meat at grocery stores too.
- ...⁴... The old dog said to the young dog, "You're not very clever. That's two pieces of meat you've missed."
- ...⁵... When the butcher threw out a third scrap of meat a passing crow caught it.
- ...³... Then the butcher threw out a second scrap of meat and the old dog caught it again.
- A group of boys were playing skipping in a nearby lot.
- The crow landed in a tree and the young dog said to the crow, "You are good at catching meat but I bet you can't sing."
- Quickly the young dog grabbed the meat while the crow looked on in anger.
- The crow opened his mouth to show how well he could sing and dropped the meat as he did so.
- Ravens are also black birds.
- The old dog had to admit that the young dog was clever after all.

In the above story

- a) underline any examples of adverb phrases with one line and adjective phrases with two lines.
- b) add commas where they are needed to separate sentence parts (read the sentences softly to yourself for clues).
- c) rewrite any sentences in which the words, phrases, or clauses could be rearranged to give variety.

Use another sheet of paper.

13/What's a Hero?

LEARNING TO USE STUDY AND LIFE SKILLS

Giving eye-witness reports

When you give an eye-witness report about something that you see happening, there are basic facts that you need to include in your report. Your report should answer these questions:

- What is happening?
- Who is involved?
- Where is it happening?
- Why is it happening?

Suppose you are in Quebec City. While you are there you take a ride in a horse-drawn carriage. At the end of your ride you see a dog run out into the street and frighten a horse. The horse rears and slips and falls as it comes up a hill. The carriage turns over and the man and woman in the carriage are thrown out. They are both bruised.

You see all this happening. Back at school, you are asked to write up the event for your class newspaper.

Write an on-the-spot eye-witness report of the accident as you would write it for a class newspaper.

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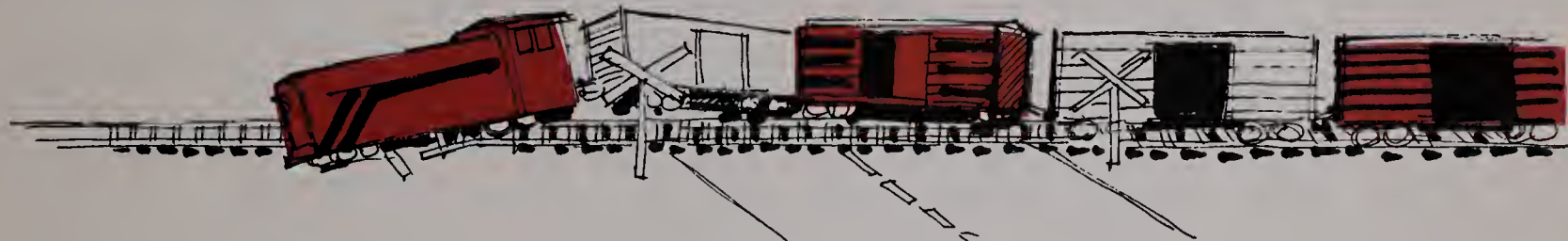
Using verbs to tell about things that happened recently

Verbs are words that tell about actions. Some verbs tell about actions that have happened recently. For example: The program has just begun.

Check the sentences below that have verbs that tell about recent action.

1. My cat has just had kittens.
2. Our school won a trophy in the inter-city meet a year ago.
3. I have just found fifty cents in my jacket pocket.
4. Did you know our country has recently had an election?
5. We found a lame pigeon in our back yard last week.
6. They have only just arrived in this country.

Write a sentence to tell about an action that has recently happened in each one of the pictures.



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Using possessive pronouns

Read the following sentences.

I have my library card. The card is mine.
That is their house. The house is theirs.

What information do the underlined words give you?

Pronouns that show possession are possessive pronouns.

When I put my coat on, my little brother puts on his.
Sometimes I bake bread for us. It is ours.

In the following sentences, underline the possessive pronouns and circle the nouns they replace.

- 1. Jim didn't give away the hockey stick because it's yours.
- 2. The mother bear does not protect other cubs, only hers.
- 3. The boys watched part of the game of the other team, and then practiced for theirs.
- 4. My mother finished Janet's new dress and then made mine.
- 5. In the new house, Dana has a room and I have mine.
- 6. If you want some new equipment, get some, but don't take ours.

Write the possessive pronouns that match the pronouns on the chart. Use each possessive pronoun in a sentence. The first one has been done for you.

Pronoun	Possessive pronoun
they	theirs
.....
she
.....
he
.....
I
.....
you
.....
we
.....

- 1. After we ate dinner, the cats wanted theirs.
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Using more and most with adverbs in comparisons

Look at the following sentences.

Jane ran faster than Donna.
Kevin spoke more politely than Brian.

In the first sentence, what word tells how Jane ran?

In the second sentence, what words tell how Kevin spoke?
When an adverb compares two actions, the word *more* is used with that adverb.

Read the following sentences softly to yourself, using the form which adds er to each underlined adverb. Is the adverb easier or harder to say this way? How does it sound?

You did that job more *expertly* than anyone.
She wrote in her diary more *regularly* than I did.

Fill in the blanks in the following sentences by writing the correct form of the adverb given at the end of the sentence.

- 1. The bird squawked when we approached the nest. (noisily)
- 2. She finished the race than her sister. (rapidly)
- 3. You behaved than I've ever seen you behave before. (foolishly)
- 4. He told the story than the last time I heard him tell it. (fancifully)

In the following sentences, how many things are being compared?

Of all the runners, you were the one to finish most quickly.
You spoke the most entertainingly of all.

The word *most* is used when an adverb compares three or more actions.



Write *more* or *most* in each of the following sentences.

1. You ran quickly than Eric.
2. Lester spoke clearly of all the narrators.
3. My story was written neatly than yours.
4. Of all the chickens, this one cackled loudly.
5. The black rabbit hops awkwardly than the white one.

Write the correct form of the adverbs listed below under the headings:

Comparing two

gladly

heavily

peacefully

lazily

Comparing more than two

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Write a paragraph about the picture.



Use the four adverbs listed on the previous page. Two of them should be in the form which compares two things and two should be in the form which compares more than two things.

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Learning to...

Read the story and check the spelling, capital letters, commas and periods. Mark the corrections needed, and then rewrite the story correctly. Look at the first sentence to see how corrections are made. If necessary, use another sheet of paper.

How the Beaver Got His Flat Tail

^Long ago in the ^rgeat woods lived ^a ^{sp}beever. he was the begining of the great beaver family Beaver had tried living in a cave in a tree and in a hole too but he was not happy in any of these places. So Beaver decided to build himself a house off trigs and branches he asked he friend the moose to push down trees for him but the moose refused to Beaver set to work cuting down trees he cut down many trees and made them into a home for himself in the river. when he found that his home was almost done he realized he needed one more tree He carefully choose his last tree and began to gnaw it suddently he heard a noise. as he turned around to see what it was the tree feel on his tail and smashed it flat to this day all beavers have flat tails.

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14/What's Special About Today?

LEARNING TO CREATE POEMS

Writing tongue twisters using alliteration, homonyms, and rhyme

Alliteration is the repeating of the beginning sound in two or more words in a sentence or phrase. For example: Fish fret foolishly.

A homonym is a word which sounds the same as another but has a different meaning; for example, *hear* and *here*.

A tongue twister is a sentence or longer group of words in which many similar sounds are repeated. The sounds are so similar that your tongue gets confused while trying to say them and seems to get “twisted” around them. For example:

A box of biscuits,
A box of mixed biscuits,
And a biscuit mixer.

Write two tongue twisters using these ideas, or use your own ideas.

Liza loves lollipops.
Cats can't canter cannily.
Schubert shears sheep shamelessly.
A smooth seam seems seemly.

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Learning to...

People in Canada have come from many different countries of the world. Each country has its own traditions and ways of celebrating holidays. For instance, Christmas celebrations vary in different countries.

How would you describe your Christmas celebration to someone who knows nothing about it? List here the most important points you would want to include in a description.

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Now put your ideas together and write a paragraph telling how you celebrate Christmas.

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Remember, the person you are writing for knows nothing about your Christmas. Ask someone else in your class to proofread for you when you have finished writing.

Learning to...

Many places in Canada have interesting names. The sounds of the names make them fun to use in different kinds of nonsense poems.

Here is a list of names of places from all over Canada. Write three nonsense poems, using one place name in each. You can make your verses rhyme, or write in free verse.

This is an example:

In Bic, Quebec
I broke my neck.
I fell down
and rolled all over town.
I vowed right then –
Never again.

Places:

Aklavik (N.W.T.)
Grimsby (Ontario)
Kamloops (British Columbia)
Kitimat (British Columbia)
Kootenay (British Columbia)
Medicine Hat (Alberta)
Moose Jaw (Saskatchewan)

Napanee (Ontario)
Nipigon (Ontario)
Sackville (Nova Scotia)
Trois Rivières (Quebec)
Red Deer (Alberta)
Whitehorse (Yukon)
Winnipeg (Manitoba)



Write your poems here!

Learning to...

Each season of the year has its own characteristics. One person's favorite season may be another person's most disliked season. What is your favorite season?

Write a paragraph about your favorite season.

First, make an outline. State your topic sentence, and then give the reasons why you chose that particular season to write about.

Topic sentence:
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Supporting details:
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Paragraph
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Learning to...

What picture comes into your mind when you think of your favorite season? Is it a Christmas tree that reminds you of Christmas? a picnic hamper that makes you think of summer fun? a pair of rubber boots for splashing through spring puddles? a pile of crackly autumn leaves for jumping in? Think of your favorite season, and in the space below, draw the picture that it brings to your mind. Underneath the pictures, write some words to describe that time of the year and how it makes you feel.

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